



YANCHEP
SECONDARY COLLEGE

Inspire. Achieve. Succeed



Year 10 Curriculum Booklet

Inspire, Achieve, Succeed.

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Contents

INTRODUCTION	Pg 3
English	Pg 4
Mathematics	Pg 4
Science	Pg 5-6
Humanities and Social Sciences	Pg 6-7
Optional Subjects:	Pg 8-12
Marine Sciences	
Health Education	
Physical Education	
Dance	
Drama	
Music	
Visual Arts	
Media	
Design and Technology	
Home Economics	
Children, Family and the Community	
Digital Technologies	
Languages	
Certificate I Permaculture	

Introduction

This handbook is to provide you with the details of the courses that may be offered in Year 10, dependent on staff expertise and resourcing availability. The courses are based on study within the following Learning Areas:

1. The Arts
2. English
3. Health & Physical Education
4. Humanities & Social Sciences
5. Mathematics
6. Science
7. Technologies

Each week students study in the learning areas of English, Mathematics, Science and Humanities & Social Sciences.

In Year 10, students will be given two choices to study for four hours a week in the learning areas of Arts, Technologies and Physical Education over the year.

Students will be required to complete the Online Literacy and Numeracy Assessment (OLNA) and demonstrate achievement at or above a minimum standard, or have previously achieved Band 8 or higher in the associated component of their Year 9 NAPLAN tests.

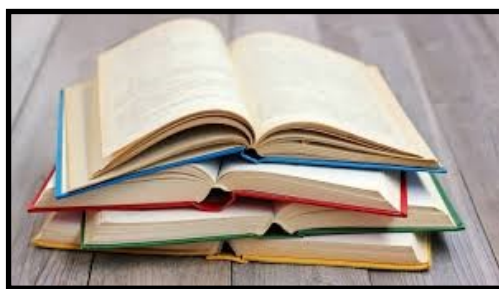
The OLNA has three components – reading, writing and numeracy.

If the student does not meet the standard in Semester 1 and 2, Year 11 and Semester 1 and 2 Year 12.

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multi-modal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.



MATHEMATICS

The proficiency strands of **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of Mathematics 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. The achievement standards reflect the content and encompass the proficiencies.

At this year 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 investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets



SCIENCE

Science - General Pathway

In Year 10 students continue to develop their knowledge of Science at Yanchep Secondary College. This course is designed to prepare students for Science General subjects in Year 11 and 12.

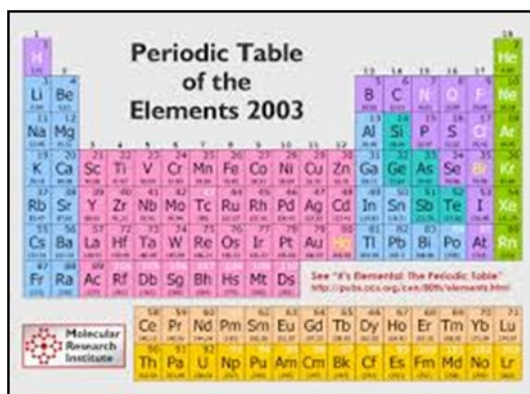
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.

They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect ecosystems into the future and discuss solutions to resolve the environment problems of the 21st century.

Students explore the DNA molecule and its role in creating variation in species and the link between ecosystem changes and species changing over time.

Students develop their understanding of atomic theory to understand relationships within the periodic table. Using this knowledge, they are to build on their knowledge of chemical reactions and apply it to real world settings.

They understand that motion and forces are related by applying physical laws and the mathematical methods to predicted or justify forces of motion in a practical environment.



A standard periodic table of elements, titled "Periodic Table of the Elements 2003". It is color-coded by groups: alkali metals (purple), alkaline earth metals (blue), transition metals (green), post-transition metals (yellow), metalloids (orange), nonmetals (red), halogens (pink), noble gases (light blue), and lanthanides/actinides (dark blue). The table includes element symbols, atomic numbers, and names. A small logo for "Molecular Research Institute" is visible in the bottom left corner.

Science - ATAR Pathway

In Year 10 students continue to develop their knowledge of Science at Yanchep Secondary College. This course is designed to prepare students for Science ATAR subjects in Year 11 and 12.

In the Year 10 curriculum 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.



Students explore the DNA molecule and its role in inheritance models making predictions of outcome due to different combinations of genes.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws and the mathematical methods to predict or justify forces of motion in a practical environment.

They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect ecosystems into the future and discuss solutions to resolve the environmental problems of the 21st Century.



HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

Students will be assessed in a variety of ways, which could include source analysis, report writing, infographics or a range of informative products. Each assessment will determine the skills of using structured overviews, using information to inform, and analysis of the information using opinion based questions. These are important skills for both life and the workforce.

In each year the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

Civics and Citizenship

In Civics and Citizenship, the key concepts are democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities. They are integral in developing students' Civics and Citizenship understanding. In Year 10, the institutions, function and values that are central to Australia's democracy and justice system are explored with comparisons made to other nations, including those in the Asian region.



Economics and Business

In Economics and Business, the key concepts are scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards. They are integral in developing students' Economics and Business understanding. In Year 10 the concepts are examined in a national and global context with the ways that decisions about the allocation of resources are made in the Australian economy and the place of the Australian economy in the broader global economy; the interdependence between countries and the impact on economic performance and living standards.



Geography

In Geography the key concepts are place, space, environment, interconnection, sustainability, scale and change. They are integral in developing students' geographical thinking. In Years 7 to 10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

History

In History the key concepts are sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. They are integral in developing students' historical understanding. In Years 7 to 10, students also consider the more abstract concepts of evidence and contestability as they examine a range of topics from the ancient to the modern world.

The Year 10 will cover the following topics:

History	World War Two: Causes, the experience of Australians, the home front, the holocaust, theatres of war, Australian women during the war, The Civil Rights movement
Geography	Human induced environmental change, importance of coastal environments, management of environments, The Great Barrier Reef, well-being: the difference between countries, causes of differences, how we attempt to improve global well being
Economics	Australia's economic performance, redistribution of income, homelessness, youth unemployment, major consumer financial decisions
Civics and Citizenship	The separation of powers of Australia in comparison to Indonesia, the High Court, Australia's international legal obligations, peacekeeping, foreign aid



OPTIONAL SUBJECTS

Students are able to select from a range of subjects depending on their interest. These programs are conducted over four periods during the week and are designed to support the students as they begin their Senior School studies. The rigours of attending four periods a week helps prepare students for their future learning.

Marine Sciences

This program is ideally suited to students with a passion for the marine environment and who want to actively learn about this environment in a practical and sustainable way. This course leads into Year 11 and 12 Marine and Maritime Studies, potentially leading into university, TAFE or a job in Environmental, Biological or Marine Science fields.

The Marine Science course provides a fantastic opportunity to study a variety of marine-based topics including, but not limited to, Marine Biology, Oceanography, Aquaculture, Sailing and Snorkelling.

In Year 10 you will participate in the follow areas:

- **Swimming, snorkelling and safe water use**
Students will develop their swimming confidence and capability early in Term 1, before transferring these skills to snorkelling at Yanchep lagoon.
Students will learn about the correct use of snorkelling equipment.
Student will learn and demonstrate safe water entry and exit techniques.
- **Sailing, key features of sailing and obtain sailing qualification**
Students will learn about the key features of sailing vessels, they will be able to investigate these features through practical experiments to discover how these features affect the movement of sailing vessels.
Students will learn about tie knots required during sailing.
- **Aquaponics**
Students will investigate types of aquaculture procedures and link these to the growing commercial industry.
Students will operate a small aquaponics setup over a semester growing fish and vegetables.
Students will design different styles of aquaculture setup that can be replicated in their own backyards.
Students will develop an understanding of and the importance of animal ethics.



Health Education

At Yanchep Secondary College students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy to positively impact both individuals and the wider community. Students will spend two periods a week for a semester over the year applying appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

This year in health we will cover:

- Mental health
- Illicit drugs / PIED's
- Road safety
- Sexual Health

Physical Education

Students perform movement skills and sequences in selected sport or physical activity contexts to improve accuracy and efficiency. They implement simple tactics in order to achieve the intended outcome in competitive contexts.

Students describe how physical activity can improve elements of health and fitness. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and communication to assist team cohesion and the achievement of an intended outcome.

Dance

In Year 10 students will continue to develop their knowledge of dance and learn a range of contemporary exercises and sequences. They extend their technical dance skills to include style-specific movement skills. Students will participate in a small group routine and create small group choreography. They will also continue to develop their technical skills and research the origins of contemporary dance and its role in society.



Drama

In Year 10 students are given opportunities to develop their knowledge and skills to present drama for a purpose. They explore scripted and devised drama while continuing to develop skills in voice and movement, improvisation, devising character and responding to drama.

Students will have opportunities to research devised drama and read in selected script excerpts in context.

Music

This course is recommended for students who enjoy both playing and listening to music and have either had or are currently receiving instrumental lessons. It is also recommended for students who are self-taught and have access to one or more instruments at home and are interested in writing their own music. It is a requirement for students receiving instrumental lessons with IMSS in 2020 and can provide a pathway to the Year 11 General Music Course. The main focus will be on Contemporary and Popular styles of music.

In Year 10, students extend and consolidate music skills and knowledge across a range of performing, composing, aural and analysis activities. They continue to refine aural skills and aural memory to identify, sing or play and notate melodies and rhythms, chord patterns and progressions.

Students explore their emerging personal style and music ideas through combining and manipulating the elements of music, and consider stylistic features and conventions when composing and arranging.

Students build on their understanding of meaning and interpretation in musical works, using aural and critical analysis skills to compare and evaluate a range of music, and can draw upon knowledge of previously studied works. They use scores and music terminology to analyse and evaluate the use of the elements of music within a genre or style, and identify and discuss social, cultural and historical factors.

Students practise and perform a wide range of solo and group repertoire, developing and consolidating technical skills, expression and stylistic integrity. As performers and audience members they are provided with opportunities to develop aesthetic awareness and make informed observations about a range of music and related social, cultural and ethical considerations.

Visual Arts

This course aims to ready students for the Year 11 courses of study. Students are expected to be able to construct a critical analysis and show a development in their ideas through a folio. We will refine skills in a range of mediums and techniques, such as screen-printing, ceramics, painting, drawing, sculpture and textiles. We look deeper into important art movements in history and why they have stood the test of time.



Media

In Media students are provided with opportunities to explore in more depth the way media work is constructed in different contexts and how it can be used to challenge the values of an audience. They explore past and current media trends on audience use of media.

Students continue to make and respond to their own media productions and professional media work within the selected media type, genre or style studied, using refined media production skills and processes: problem solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly. Students will have the opportunity to use a range of technology, including DSLR cameras and different programs. They will gain practical production skills, industry knowledge and editing skills.

Design and Technology (Wood/Metal)

Students will be given the opportunity to continue to build on their experience of workshop tools and processes. They will undertake three 'Design and Production' assignments below, which will enable them to develop their skills throughout the semester. Students will identify design needs taking into account ethics, legal issues, sustainability, social and economic factors. They will need to be creative and innovative with their design solutions.

- Slatted Pine Stool
- Bedside/TV Cabinet
- Personal Design and Production Assignment



Bedside Cabinet



Slatted Pine Stool

Home Economics

In the Year 10 Home Economics course, we look into kitchens and customs from around the globe, native foods from Australia as well as commercial cookery and serving. It develops the student's skills in more specialised food preparation and formal entertaining, resulting in a meal being prepared and served to guests by the students. Students will have hands on experience within a kitchen setting and develop their preparation and serving skills in a café situation. This course has been designed to be a foundation course for students who may study Food Science & Technology in Senior School.

Children, Family and The Community

In the Year 10 Child Development course, students focus on safety, pregnancy, growth and development of children, childhood health, nutrition for young children as well as products and services available for families. Students complete a range of practical activities relating to the topics of the course and use a variety of materials and tools in the classroom. They look into career pathways relating to caring for children and child development. Students complete a range of activities, relating to the topics included in the course and use an assortment of materials, tools and technology. Students develop skills and knowledge that can be used in Year 11 and 12 Children, Family and the Community General course of study.

Digital Technologies

In Year 10 students develop their understanding of digital literacy and the functionality of software.

Languages

In the first semester, seasons, weather & festivals will be studied and students will learn how to compare, describe and comment on the differences between Australian and Japanese culture using written and spoken Japanese. The second half of the semester will focus on daily life and school routines, looking at what school life is like for Japanese students and then learning how to talk about their own school life using written and spoken language. In both topics of this semester there will be a focus on memorising Hiragana and basic kanji.

In the second semester, students will learn directions in Japanese and will be able to give and receive instructions on where something is located. In exploring this topic, they will conjugate verbs, learn more script and be able to label common places in Japanese. The final unit of the program will be focused on discussing technology in Japanese. Students will explore Japanese technology and present their description and opinions on how this technology works and why it is or is not helpful and useful.



Certificate I in Permaculture

This qualification is an entry-level qualification aimed at individuals entering the permaculture industry. It allows students to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

Core Units include and students will complete all of the following:

- Observe permaculture principles and practices
- Support resource conservation practices
- Support plant care in a permaculture system
- Work safely

Elective Units will include and students will complete 2 of the following:

- Support animal care in a permaculture system
- Assist with maintaining structures in a permaculture system
- Use and maintain garden hand tools and equipment
- Support natural area conservation
- Support organic production
- Maintain the workplace

