

# Dongara District High School



# Subject Information Handbook 2022

**Years 9 and 10**



# Table of Contents

<b>INTRODUCTION.....</b>	<b>3</b>
Message from the Principal .....	3
Curriculum Overview in Years 9 and 10 .....	4
Curriculum Overview in Years 7, 8, 9 and 10 .....	4
Organisation of the Curriculum .....	5
New <b>WACE 2022</b> - Western Australian Certificate of Education .....	6
OLNA .....	8
WACE Requirements 2022 and Beyond .....	10
WACE Courses .....	11
VET and Endorsed Programs .....	12
Other Information you may wish to access .....	13
<b>LEARNING AREAS .....</b>	<b>14</b>
English .....	14
Mathematics.....	15
Humanities and Social Sciences (HASS) .....	16
Science .....	17
Health and Physical Education (H&PE).....	18
Career Education.....	19
Technologies.....	20
Design and Technology.....	20
Hospitality .....	20
Information Technology .....	20
<b>ELECTIVE SUBJECTS.....</b>	<b>21</b>
Years 9 and 10 Electives .....	21
Creative Performing Arts (Semester 1 and 2) .....	21
Photography (Semester 1 and 2) .....	21
Visual Arts (Semester 1 and 2) .....	21
Hospitality (Semester 1 and 2) .....	22
Cottage Crafts (Semester 2) .....	22
Metal Technology (Semester 1 and 2) .....	22
Wood Technology (Semester 1 and 2).....	22
Robotics (Semester 1).....	22
Outdoor Education (Semester 1 and 2).....	23
Recreational Pursuits (Semester 1 and 2) .....	23
Work Placement Year 10 (Semester 1 and 2) .....	23
<b>Year 9 Subject Selection Form 2022.....</b>	<b>25</b>
<b>Year 10 Subject Selection Form 2022.....</b>	<b>27</b>

# INTRODUCTION

## *Message from the Principal*

Dear Students

Welcome to the Dongara DHS Secondary School. At Dongara District High School we offer a comprehensive, challenging and stimulating learning program that is designed to generate your passion for learning and to instil the value of learning as a lifelong process.

Our aim is to challenge students by offering a range of learning experiences, by setting high standards and providing opportunities for students to be responsible and accountable for their learning.

Our curriculum lays solid foundations in the skills students will need in the future as well as the educational practices that have stood the test of time. The Secondary school currently has a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) which sees the students provided with cross curricula and academic extension opportunities. This is supported with a wide range of extracurricular activities for students, which may include the Science and Engineering Challenge, Country Week, various subject camps, the UWA ASPIRE Year 9 Camp and the YOH Fest.

This booklet outlines the subject choices available to you at Dongara District High School in Years 9 and 10 for 2022. We have provided you with the information for Years 9 and 10 together to make it easier for you to plan ahead. You can make your choices for study in 2022 whilst also considering what opportunities there may be in the following year.

You will be required to study courses from seven of the eight Learning Areas (LOTE is the exception) as you make your way through Years 9 or 10.

If you are entering Year 10, your choice of subjects becomes more important in relation to the course that you might want to follow in Year 11 and you are encouraged to speak with your course teachers and/or the Secondary Deputy Principal.

Please use this handbook to help select a course which best meets your needs and supports your future aspirations.

On behalf of the school community, I wish you all the best for your studies for the remainder of this year and in 2022.

*Janine Calver*

Principal

June 2021

*This publication is an information document for prospective students of Dongara District High School. Every effort has been made to ensure that the information in this document is correct at the date of printing – June 2021.*

*Subjects offered at Dongara District High School in 2022 will be subject to final staffing allocations.*

## ***Curriculum Overview in Years 9 and 10***

Dongara DHS delivers a teaching and learning program to Years 9 and 10 students following the *Western Australian Curriculum* and the *Curriculum Framework*.

## ***Curriculum Overview in Years 7, 8, 9 and 10***

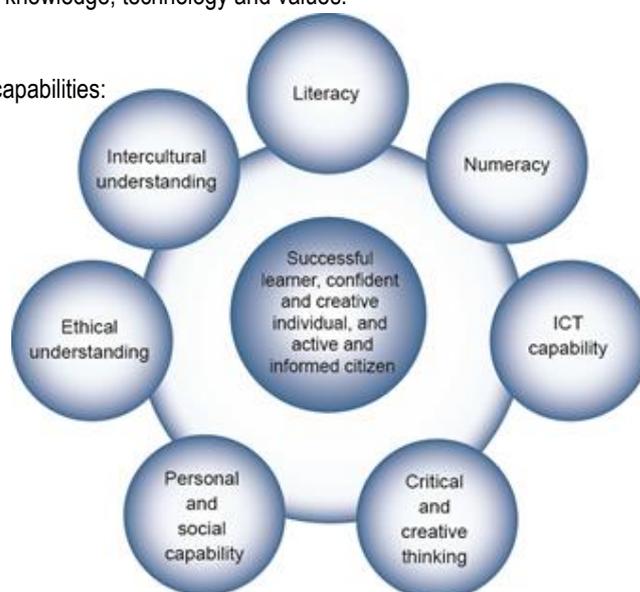
In 2022, Students' induction to specific areas of learning builds on their earlier work in investigating patterns, processes and phenomena, and exploring forms of representation and technology. They understand that particular ways of working and thinking have developed over time for particular reasons but may still be subject to debate, revision and change.

Students are increasingly encouraged to see the links between areas of learning and the interconnectedness of various fields of human endeavour. Activities or programs of study that allow them to develop understandings in a number of learning areas at the same time should continue to be provided.

Teaching programs should help students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They should, for example, lead to an increased understanding of the complexity of the natural environment, society and technology; an awareness of the potential and problems of increased knowledge and technology; and an understanding of the relationship between knowledge, technology and values.

The *West Western Australian Curriculum* includes seven general capabilities:

1. Literacy
2. Numeracy
3. Information and communication technology (ICT)
4. Critical and creative thinking
5. Personal and social capability
6. Ethical behaviour
7. Intercultural understanding



The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

### ***K-10 Curriculum Learning Areas***

1. The Arts
2. English
3. Health and Physical Education
4. Languages (*DDHS: LOTE - Year 7/8 elective option only*)
5. Mathematics
6. Science
7. Humanities and Social Sciences (HASS)
8. Technologies

### ***Reporting to Parents /Carers***

Dongara DHS teachers use many formal and informal methods to report student progress and achievement during the school year. Twice a year, each student will receive a Student Progress Report which will document student progress and achievement reported as A, B, C, D or E.

In addition to the Progress Reports, Year 9 students will receive a copy of their NAPLAN.

### ***Where can you find further information?***

The following websites are a good source of information on lower school curriculum in WA schools:

1. <http://www.education.wa.edu.au>
2. <http://www.scsa.wa.edu.au>

## Organisation of the Curriculum

### *What happens at Dongara DHS?*

Students in years 9 & 10 study subjects from seven Learning Areas.

The amount of time a student spends studying each subject depends upon the requirements of the particular program of study.

Year 9	Year 10
<b><i>Compulsory subjects</i></b>	
<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities and Social Sciences (HASS)</li> <li>• Health and Physical Education</li> <li>• Career Education</li> <li>• Technology:               <ul style="list-style-type: none"> <li>○ Information Technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities and Social Sciences (HASS)</li> <li>• Health and Physical Education</li> <li>• Career Education</li> <li>• Technologies:               <ul style="list-style-type: none"> <li>○ Information Technology</li> </ul> </li> </ul>
<b><i>Elective subjects</i></b>	
Students will choose three elective subjects each semester.	Students will choose three elective subjects each semester.

**Before you read further, remember the following:**

<b>ATAR</b>	Australian Tertiary Admission Rank
<b>OLNA</b>	Online Literacy and Numeracy Assessment
<b>SCSA</b>	the School Curriculum and Standards Authority
<b>the Authority</b>	the School Curriculum and Standards Authority
<b>TISC</b>	Tertiary Institutions Service Centre
<b>VET</b>	Vocational Education and Training
<b>WACE</b>	Western Australian Certificate of Education
<b>WASSA</b>	Western Australian Statement of Student Achievement



## **NEW WACE Year 12 2022**

To be awarded a Western Australian Certificate of Education (WACE), students must meet a number of requirements. The first of these is a set of general requirements about course completion. Other requirements include demonstrating the literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. All requirements must be met for a student to be awarded a WACE.

Students entering Year 11 in 2022 now have three options for the course completion requirement to achieve the WACE through their course combinations in Year 12. The third option has been added to the options introduced for Year 12s in 2016. You now, along with the other requirements that need to be met, are able to complete:

- at least four Year 12 ATAR courses, OR
- five Year 12 General courses and/or ATAR courses, or equivalent, OR
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

As you read through the information below, you will see how the three options work. The new option gives you the opportunity to complete five Year 12 General courses and/or ATAR courses, or equivalent, if you choose not to undertake four or more ATAR courses in Year 12 or a VET Certificate II or higher.

We want all students to enrol in challenging senior secondary programs and some of you would benefit from having the option of choosing an additional course rather than undertaking a VET qualification.

It is important that you know that the standard of the WACE has not dropped in any way and nothing has been taken away from students. Rather, the change means that students have been provided with more choice in their senior secondary study programs.

From 2022, if you take a Foundation course in Year 12, you will need to complete a VET Certificate II or higher to achieve your WACE. This is to make sure you are well prepared for entering the workforce or further training.

As you begin the process of selecting your courses for Years 11 and 12, you should talk with your parents and teachers about the pathway that will work best for you so that your options during and after school meet your needs, interests and aspirations.

## **The Western Australian Statement of Student Achievement (WASSA)**

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling; senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) standard
- achievement of the numeracy standard
- achievement of any exhibitions and awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed Preliminary units
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school).

## **The Western Australian Certificate of Education (WACE)**

The WACE is awarded by the School Curriculum and Standards Authority (the Authority) when students successfully meet the WACE requirements.

### **WACE Achievement Requirements**

To meet the WACE achievement requirements, you must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete at least four Year 12 ATAR courses,\* OR at least five Year 12 General courses\*\* and/or ATAR courses or equivalent,\* OR a Certificate II\*\*\* (or higher\*\*\*\*) VET qualification in combination with ATAR, General or Foundation Courses.

### **Foundation Courses**

\*In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.

\*\*Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher. \*\*\*In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification. \*\*\*\*The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see the *WACE Manual* for further information).

# OLNA

## Literacy and Numeracy Standard Requirement - OLNA

You must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework (<https://www.education.gov.au/australian-core-skills-framework>).

For the WACE literacy standard, you must demonstrate the minimum standard of literacy either by successfully completing the literacy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10, or subsequently, or by pre-qualifying through achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN).

For the WACE numeracy standard, you must successfully complete the numeracy component of the OLNA in Year 10, or subsequently, or by pre-qualifying through achieving Band 8 or higher in the numeracy test of Year 9 NAPLAN.

This means that, if you have achieved Band 8 or above in the reading, writing or numeracy component of the Year 9 NAPLAN you will be considered to have pre-qualified for that component and do not need to sit the OLNA for that component.

## Sitting the OLNA

If you have not pre-qualified in reading, writing or numeracy you are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If you do not meet the standard in Semester 1, then you must sit the OLNA in Semester 2 of Year 10, and, if required, in Semester 1 of Year 11. You will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.

If you do not achieve a WACE while at school because you do not demonstrate the standard in one or more of the reading, writing or numeracy components, you can apply to re-sit the necessary test/s. If you subsequently demonstrate the literacy (reading and writing) and numeracy standard and meet all the WACE requirements current at the time, you will be issued with a WACE.

## **THE ASSESSMENT**

- The reading and numeracy components, each comprise 45 multiple-choice questions. Students have 50 minutes to complete each of these components. The writing component is a typed response of up to 600 words. Students have 60 minutes to complete the writing component. The table below provides a quick guide to each component.

	Numeracy	Reading	Writing
Number of questions	45		1 (600 word limit)
Question type	Multiple-choice		Extended response
Time	50 minutes		60 minutes
Disability adjustments	A variety of adjustments are available		

## **ASSESSMENT DATES**

2022 (provisional)		
Component	Round One	Round Two
Writing	2-4 March	31 August-2 September
Numeracy and Reading	2-26 March	31 August– 24 September

## **Breadth and Depth Requirement**

To meet the breadth and depth requirement you must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

## **Achievement Standard Requirement**

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

## **Unit Equivalents**

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

You can obtain unit equivalents 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. You may obtain:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

## **For VET Qualifications**

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met). (See the *WACE Manual* for further information).

You can find unit equivalents for endorsed programs on the Authority's approved list of endorsed programs (see <http://seniorsecondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>).

## WACE Requirements 2022 and Beyond

1

### General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
  - at least four Year 12 ATAR courses **OR**
  - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
  - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

### Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

### Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

### Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

### Unit 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.

## WACE courses

### Australian Tertiary Admission Rank (ATAR) Courses

ATAR courses are designed for students who are typically aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.

### General Courses

General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority.

### Vocational Education and Training (VET) Industry Specific Courses

These courses are designed for students typically aiming to enter further vocationally based training or the workforce directly from school. They include a full Australian Qualification Framework (AQF) qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows you to include more VET in your secondary education program.

### Foundation Courses

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. Students who have not demonstrated the minimum literacy standard are permitted to enrol in both the List A and List B Foundation courses and, if the literacy standard is not achieved before the end of Semester 1 of Year 11, remain enrolled in Foundation courses until the end of Year 12.

A full list of courses and their codes is provided in the [WACE Manual](#).

## List A and List B Subjects

To ensure an appropriate breadth-of-study in your senior secondary studies, you are required to select at least one Year 12 course unit from each of List A and List B subjects. These are the courses offered at Dongara District High School.

<b>LIST A</b>	<b>LIST B</b>
CAE Career and Enterprise	MDT Materials Design and Technology
ENG English	MAT Mathematics MAE Mathematics Essential
	OED Outdoor Education
	PES Physical Education Studies

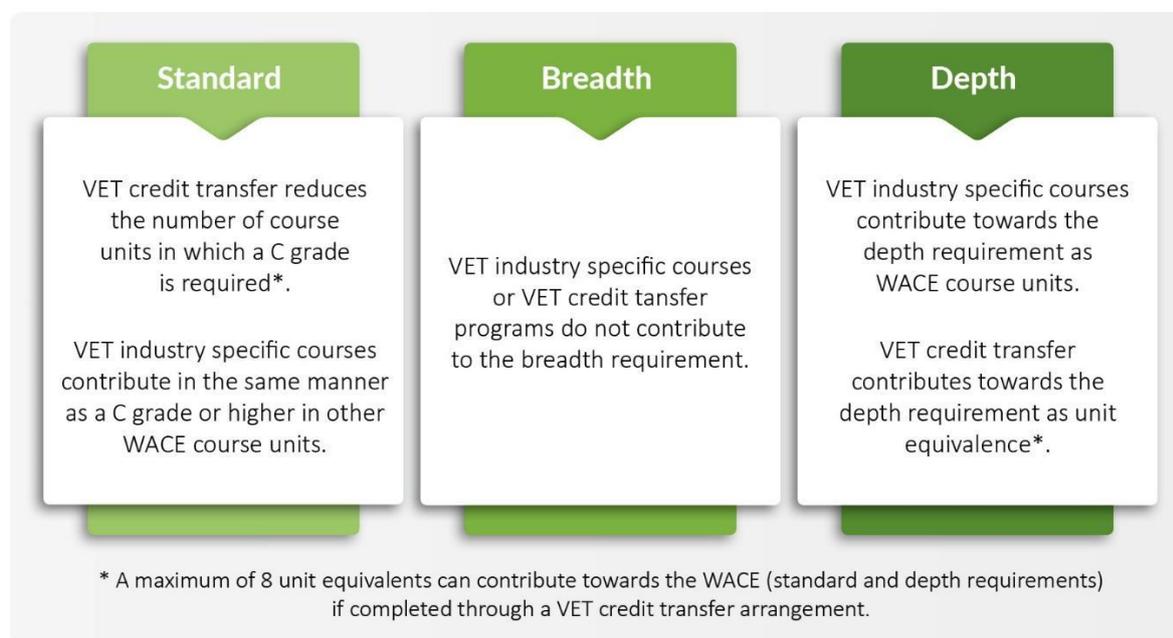
## VET and Endorsed Programs

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one option for meeting the requirements to achieve a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents.

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II. A comprehensive account of VET procedures, and the process for identifying and presenting a case for a variety of special circumstances, is located on the Authority website.

For more information on how VET contributes towards your WACE visit the Authority's VET web page at <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>. It is important you check with your school to confirm your VET qualification will meet the requirements to contribute to the WACE.

## How VET Contributes Towards the WACE



## Parents and Community Website

The Authority's new parents and community website is designed to support parents and members of the community. It can be accessed on the Authority website at <https://www.scsa.wa.edu.au> via the Parents and Community tab.

The website has been developed for parents and community members as a guide to:

- The Western Australian Curriculum and Assessment Outline (the Outline), Kindergarten through to Year 10
- The Western Australian Certificate of Education (WACE), Years 11 and 12. Parents and the community can access information about:
  - What children and young people should learn
  - How they are assessed
- The standards children and young people are expected to reach at each year level

## **Other information you may wish to access**

### **Courses – Year 11 and 12**

<http://senior-secondary.wa.edu.au/syllabus-and-support-materials>

### **Endorsed programs**

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

### **Online Literacy and Numeracy Assessment (OLNA)**

<http://senior-secondary.scsa.wa.edu.au/assessment/olna>

### **School-based assessment**

<http://senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment>

### **Vocational Education and Training (VET)**

<http://senior-secondary.scsa.wa.edu.au/vet>

### **The Western Australian Certificate of Education (WACE)**

<http://senior-secondary.scsa.wa.edu.au/the-wace>

### **ATAR examinations**

<http://senior-secondary.scsa.wa.edu.au/assessment/examinations>

### **WASSA (Western Australian Statement of Student Achievement)**

<http://senior-secondary.scsa.wa.edu.au/certification/wassa>

# LEARNING AREAS

## *English*

### ***“Students who read widely experience the most success in English”***

Students learn about the English language and how to use it effectively. The study of English plays a vital role in the development of literacy, enhances students' learning in all areas of the curriculum and provides them with the communication skills and critical understanding of language necessary for active participation in society.

#### **General Information**

- 2022 will see the continuation of the implementation of the *Australian Curriculum: English* course for all Year 9 and 10 students.
- All students study a general course of English focusing on the three strands of **Language, Literacy and Literature** at different levels.
- Academic Extension classes in Year 9, and 10 will be offered, student and staff numbers permitting. The academic classes explore a wider range of more difficult texts.
- Creativity, critical thinking, Grammar and English skills of communication are the basis of all courses.

Students will learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

Students will be given the opportunity to improve and demonstrate their ability in this subject area through the study of various forms of texts (non-fiction and fiction), films, videos and television, poetry and drama. Students will study writing and speaking for different purposes and audiences. Students will also look at the conventions of Standard Australian English.

#### **YEAR 9**

Different topics will be used to develop student enjoyment of English and to facilitate student learning. These may include:

- Persuasive & Narrative Writing
- NAPLAN preparation
- Novel Study
- Short Answer Response
- Visual Texts e.g. picture books, film posters
- Documentary Study
- Expositions
- Oral Presentations
- Comprehension
- Letter Writing Conventions

#### **YEAR 10**

Different topics will be used to develop student enjoyment of English and to facilitate student learning. These may include:

- Crime Conventions through short story and film
- Novel Study
- Poetry
- Short stories
- Film Study
- Essay Writing
- Oral Presentations
- Comprehension

## Mathematics

***Learning Mathematics creates opportunities and enriches the lives of all Australians.***

The *Western Australian Curriculum: Mathematics*:

- Provides students with essential mathematical skills and knowledge.
- Develops the numeracy capabilities that all students need in their personal, work and civic life.
- Is organised around the interaction of three content strands and four proficiency strands.
- Has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum becoming increasingly sophisticated over the years of schooling.

The content strands of *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability* describe what is to be taught and learnt.

The proficiency strands of *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning* describe how content is explored or developed i.e. the thinking and doing of mathematics.

Measurement and Geometry	Number & Algebra	Statistics and Probability
<ul style="list-style-type: none"><li>• Using units of measurement</li><li>• Geometric reasoning</li><li>• Pythagoras and trigonometry</li></ul>	<ul style="list-style-type: none"><li>• Real Numbers</li><li>• Money and Financial Mathematics</li><li>• Patterns and Algebra</li><li>• Linear and Non-linear Relationships</li></ul>	<ul style="list-style-type: none"><li>• Chance</li><li>• Data representation and interpretation</li></ul>

### YEAR 9

***Understanding*** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.

***Fluency*** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.

***Problem Solving*** includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.

***Reasoning*** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching Linear Graphs

### YEAR 10

***Understanding*** includes applying the four operations to algebraic using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

***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.

## Humanities and Social Sciences (HASS)

The Humanities and Social Sciences learning area comprises four subjects.

- Civics and Citizenship
- Economics and Business
- History &
- Geography

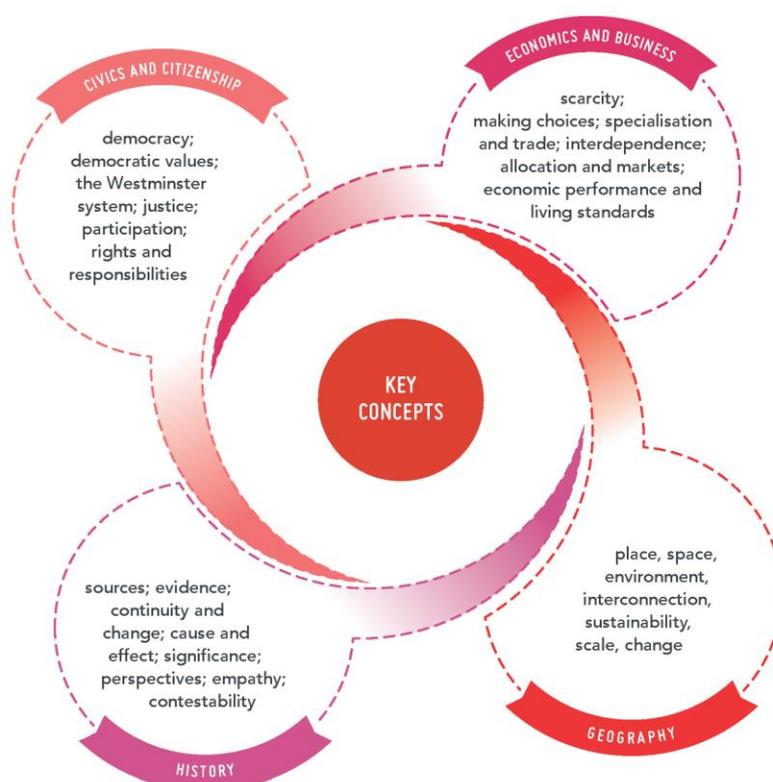
Each subject is organised into two interrelated strands: Knowledge and understandings and Humanities and Social Sciences skills.

Year 9	Year 10
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• World War 1 Making of the Modern World</li> <li>• The Industrial Revolution.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Biomes and Food Security</li> <li>• Geographies and Interconnection</li> </ul> <p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"> <li>• Our Democratic Rights</li> </ul> <p><b>Economics and Business</b></p> <ul style="list-style-type: none"> <li>• Australia and the Global Economy</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• The Modern World and Australia</li> <li>• Investigating World War II</li> <li>• Investigating Rights and Freedom.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographies of Human Wellbeing</li> <li>• Environmental Change and Management.</li> </ul> <p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"> <li>• Justice at Home and Overseas</li> </ul> <p><b>Economics and Business</b></p> <ul style="list-style-type: none"> <li>• Economic Performance and the Australian Living Standards</li> </ul>

### KEY CONCEPTS

## HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. The concepts from Civics and Citizenship, Economics and Business, Geography, and History are introduced across the appropriate phases of schooling and continue to build through to Year 10 to develop students' understanding of the Humanities and Social Sciences.



## Science

In Years 9 & 10, the curriculum focus is on explaining phenomena involving Science and its applications.

During these years, students continue to develop their understanding of important science concepts across the major science disciplines. Students will undertake some open investigations that will help them refine their science inquiry skills.

### General Information

Science is divided into three broad strands. The curriculum strand is called *Science Understanding* and incorporates four curriculum areas:

1. **Biological Sciences,**
2. **Chemical Sciences,**
3. **Earth and Space Sciences, and**
4. **Physical Sciences.**

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands focus on the students' ability to perform and write-up experiments and to value Science and see its relevance in society. These strands are embedded in the curriculum strands.

### Year 9

#### Science Inquiry Skills

- Concepts learnt in Year 7 and 8 about investigations become more formalised and fine-tuned. Students learn to write up and critique their own investigations.

#### Science as a Human Endeavour

- Technology has a huge impact on our understandings in Science and our knowledge changes because of this, advances in Science can change people's lives and generate new career opportunities

#### Earth and Space Science

- Plate tectonics and continental drift and evidence that supports these two theories such as earthquakes, volcanoes and mountain ranges

#### Physical Science

- Energy can be transferred through different things and has different effects

#### Chemical Science

- Atoms, radioactivity and the importance of different chemical reactions in daily life

#### Biological Science

- The interaction between body systems and the relationships and interdependence of living and non-living things in ecosystems.

### Year 10

#### Science Inquiry Skills

- Concepts learnt in year 7 and 8 about investigations become more formalised and fine-tuned. Students learn to write up and critique their own investigations.

#### Science as a Human Endeavour

- Technology has a huge impact on our understandings in Science and our knowledge changes because of this, advances in Science can change people's lives and generate new career opportunities

#### Earth and Space Science

- The universe and global systems and cycles such as the carbon cycle and impacts of humans on these cycles

#### Physical Science

- Energy transfer and transformation and some of the common laws of physics that predict and describe motion

#### Chemical Science

- Periodic table, rates of reactions, different reactions produce different products

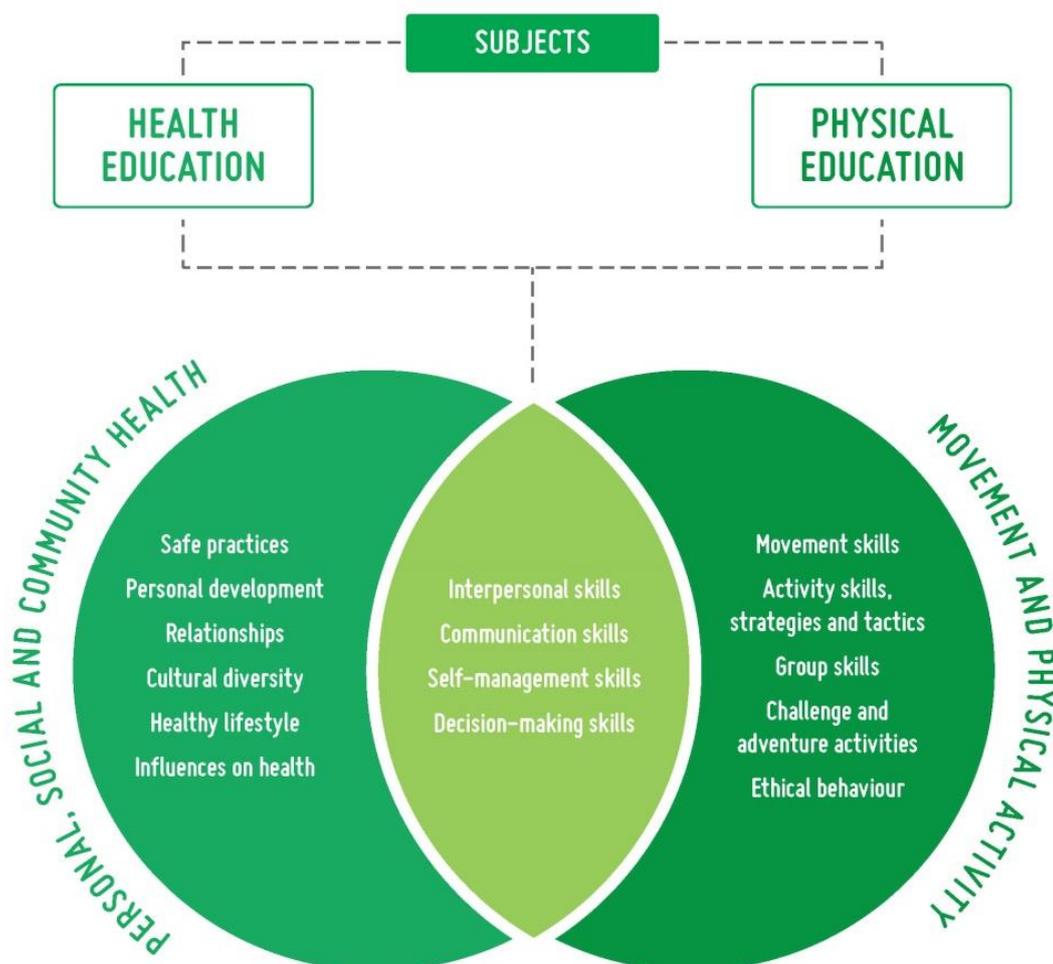
#### Biological Science

- Genetics and heritable traits and the theory of evolution

## Health and Physical Education (H&PE)

Health and Physical Education is uniquely positioned to provide opportunities for students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others' health and well-being in ever changing contexts. In 2022, students will continue with the content from the Western Australian Curriculum in H&PE.

Strand	Personal, Social & Community Health	Movement & Physical Activity
Sub Strands	<ul style="list-style-type: none"> <li>• <i>Being healthy, safe and active</i></li> <li>• <i>Communicating and interacting for health and wellbeing</i></li> <li>• <i>Contributing to healthy and active communities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Moving our body</i></li> <li>• <i>Understanding movement</i></li> <li>• <i>Learning through movement</i></li> </ul>
Focus Areas & Content	Health	Physical Education



## Year 9 & 10 Course Description

The contexts or focus areas that provide the breadth of learning to capture the intent of the Western Australian Curriculum are subject to change at the discretion of the WSHS HPE Department. This is an important aspect of a student's wellbeing. The activities offered in this program are designed to increase each student's perceptual motor ability, physical health and social wellbeing.

The focus areas to be addressed in Year 9 and 10 include, but are not limited to:

Health	Physical Education
<ul style="list-style-type: none"> <li>• KEYS FOR LIFE (Year 10) – SDERA - Drivers Education</li> <li>• Fitness</li> <li>• Resilience</li> <li>• Respectful Relations</li> <li>• Body Systems</li> <li>• Alcohol and other drugs</li> <li>• Factors that Shape Adolescents</li> <li>• Food and Nutrition - Sports Science</li> <li>• Mental Health and Wellbeing - Mental Health First Aid (Year 10)</li> <li>• Sexuality</li> <li>• Factors that shape Identities and Adolescent Health behaviours.</li> <li>• Strategies for managing emotional responses and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge and Adventure Activities</li> <li>• Swimming &amp; Beach Carnival Preparation</li> <li>• Games and Sports</li> <li>• Athletics</li> <li>• Basketball, Football, Netball, Soccer.</li> <li>• Lifelong Physical Activities</li> <li>• Rhythmic and Expressive Movement activities</li> <li>• Fitness Circuits</li> </ul>

**Parents, please note that pictorial, video and other media forms illustrating contemporary, real world scenarios may be used in the delivery of this curriculum, especially in Health.**

## Career Education

The focus of this course is “exploring my world and its connections”. Students will recognise themselves as part of a network of people and organisations and identify who can help with school-to work transitions. Students will realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored.

Students will understand that transitions can be facilitated by resources made available through the family, school, workplace and community and that these groups assist young people to learn what is expected of them as workers.

### YEAR 9

- Career awareness and industry exploration.
- Current industry trends.
- Introduction to setting personal and career goals.
- Identifying personal strengths and weaknesses.
- Introduction to employability skills.

### YEAR 10

- Continuation of personal and career goal setting.
- Exploration of the local community in terms of careers, opportunities, resources and support.
- Students will complete a Resume.
- Participate in workplace visits.
- Guest speakers from a variety of industries.
- Work readiness incorporating employability skills in preparation for Work Experience work placements. Students will participate in a Workplace Program throughout the year.

# Technologies

## Information Technology and Digital Technologies

### YEAR 9

The Year 9 Information Communication Technology course is a journey aimed at developing logical thinking through computer languages, more advanced assessments and cross curricular activities.

Students will complete modules on the characteristics and functionality of computer systems to gain an understanding of how computers work. They will gain skills on computer networks and how the information processing cycle works. Students will complete activities on cybersecurity and privacy to support them in their safety online and inform them on the issues revolving around cyberbullying.

The introduction of Digital Technologies into the curriculum expands the learning areas in the ICT classroom to include computer coding, use of computer languages and website building. Year 9 students will gain a preliminary understanding of these using applications such as GROK Learning, CodeCombat and Codecademy.

Programmes commonly used in workplaces are included in this learning area including Microsoft Word, Excel, Powerpoint and Publisher to ensure students leave their secondary education with valuable employment skills.

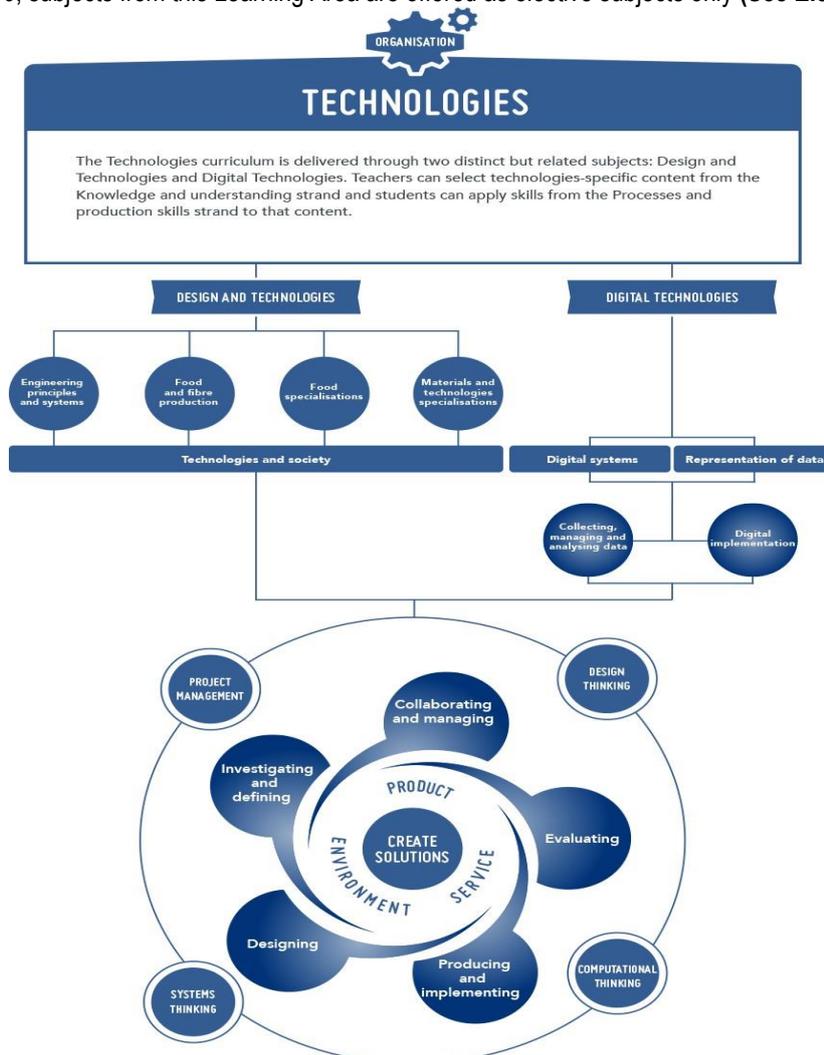
### YEAR 10

In Year 10, learning in Digital Technologies focuses on further developing skills learned in Year 9, such as computational thinking, precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students will focus on integrating programming languages in the development of 2D games. Students will explore key programming structures and they will apply their programming skills to design and make a series of individual games. Students will also develop website building skills further to allow students an insite into the digital world they live in.

## Design and Technology & Home Economics

In Years 9 and 10, subjects from this Learning Area are offered as elective subjects only (See Electives on Page 22).



# ELECTIVE SUBJECTS

## The Arts

### Creative Performing Arts (Semester 1 & 2)

Creative Performing Arts is a form of dance, drama and stage production that provides the potential for personal expression through the use of telling a story. There is no right or wrong way of moving and this course will work quite differently from traditional dance classes, as you will explore all dimensions of the performing arts world. One of the goals of Creative Performing Arts is to communicate through movement and the dancer draws on their own inner resources to create and express through their own unique movement. The aim of Creative Performing Arts is to explore many of the elements that may create a stage production such as YOH Festival by drawing inspiration from a range of external stimuli including music, props, emotions, costume, makeup and set design. To complement the dance component of the course, students will explore the realms of drama and the skills in developing positive creative reflections through theatre.

### Photography (Semester 1 & 2)

Students will have the opportunity to capture, print and manipulate digital photographs to communicate their ideas and feelings, and document time/events/people. Throughout the course, students will use photography skills, technologies and processes, while making use of specific Arts Language and develop an appreciation of the role of photography and the photographer in society. This subject serves as a background for students wishing to do Year 11 Post Compulsory Studies in the Arts. Students will use the essential processes of Ways of Working to develop and demonstrate their Knowledge and Understanding.

Different topics will be used to develop student enjoyment of Photography and to facilitate student learning. These may include:

- Learning about Composition – ie leading lines, symmetry, patterns, rule of thirds
- Guest Speakers –
  - Taking Photos and Editing on a Mobile Phone
  - Taking Photos of Wildlife/Underwater Photography
  - Portrait Photos
- Excursions for opportunities to practise what has been learned
- Careers and Hobbies – a look at how photography can be used as a career (eg in the military) and as a hobby
- Opportunities to enter photography competitions

### Visual Arts (Semester 1 & 2)

The Visual Arts can entertain, communicate and inspire us to think about the world we live in and our place in it. The students work in the areas of Making and Responding. The Visual Arts offers students the opportunity to develop skills in drawing, painting, printmaking, sculpture and ceramics.

Making	Responding
<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>● Ideas and design development for art-making (e.g. brainstorm, mind map, annotation/sketches, media testing)</li> <li>● Application of techniques and processes suited to 2D and/or 3D artworks (e.g. lino print, pottery, observational drawing)</li> <li>● Art-making intentions identified through annotations or conversations (e.g. keeping a written or digital journal, or portfolio or question/answer; one-to-one, or group debriefs; discussing responses to artworks)</li> </ul> <p><b>Art Practice</b></p> <ul style="list-style-type: none"> <li>● Ways to improve art practice.</li> <li>● Safe work practices</li> <li>● Processes to develop and produce artworks</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>● Display options of finished artworks</li> </ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>● Use of visual art elements (line, tone/value, colour, shape, texture, form and space/scale); principles of design (movement, balance, rhythm, harmony, pattern, contrast, unity, repetition); and visual conventions, to respond to artworks (e.g. dot point form, discussion or written format)</li> </ul> <p><b>Social, cultural and Historical Contexts</b></p> <ul style="list-style-type: none"> <li>● Key features identified in artworks belonging to a given artist, movement, time or place</li> </ul> <p><b>Interpretation/Response</b></p> <ul style="list-style-type: none"> <li>● Personal opinions about their artworks and the work of others', supported by examples within artworks</li> </ul>

Students will have the opportunity to work in the 2D and 3D art forms of painting and ceramics (pottery). In painting this may include landscapes, seascapes, still life, abstract paintings and graffiti. In ceramics this may include a crockery set, using the pottery wheel, slip casting and shoe sculptures. The art styles they will investigate may include Ancient art, Modernism, Australian artists and contemporary craftspeople.

## Technologies

### Hospitality (Semester 1 and 2)

This course aims to provide students with a variety of opportunities to engage with a Certificate II in Hospitality. As a Year 10 student, you will have the chance to achieve units of competency towards a Hospitality Certificate. The students will complete basic service and food preparation skills and techniques to support them in the Hospitality, Tourism and Business related industries. Students will develop the skills to use kitchen equipment during practical sessions and make informed decisions about ingredients used in cooking, menu planning and food products.

### Cottage Crafts (Semester 2)

This subject has been designed for students who wish to develop practical skills in current crafts. Students will work towards perfecting techniques that will enable them to produce craft items and gifts of a high quality. Areas of work may include the following crafts:

Fabric painting, textile crafts, jewellery, card making, paper craft, scrapbooking, Christmas crafts.

### Metal Technology (Semester 1 and 2)

Students will learn a variety of metal working skills and techniques by producing and evaluating a number of different projects. Students will be encouraged to be creative by engaging in the design process to add personalised additions to projects and as they progress the ability to design their own projects. Safety will be emphasised, with students being instructed in best practice when using machines such as the cold cut saw, horizontal hacksaw, mig welder and metal Lathe. Projects will require students to learn a range of skills, including Mig, arc, fusion and braze welding, sheet metal fabrication, center drilling, threading, hot and cold metal forging and polishing. Projects will include sheet metal toolbox, pocket USB holder/utility tool, rectangular hollow section car, fusion dice, scrolled mirror, metal art project, windmill, weather vane and celtic knot ring.

Course work is targeted to develop student skill prerequisites for Materials D&T Metal in Year 11 and 12.

### Wood Technology (Semester 1 and 2)

Students will learn a variety of wood working skills and techniques by producing and evaluating a number of different projects. Students will be encouraged to be creative by engaging in the design process to add personalised additions to projects and as they progress the ability to design their own projects. Safety will be emphasised, with students being instructed in best practice when using machines such as the radial arm saw, mitre saw, band saw and wood lathe. Projects will require students to learn a range of skills, including turning, laminating, numerous joinery techniques and finishing skills. Projects include gumball machine, CO2 dragsters, crocodile box, end grain chopping board, turned bowls, decorative or storage boxes, Adirondack chair and free design projects.

Course work is targeted to develop student skill prerequisites for Materials D&T Wood in Year 11 and 12.

### Robotics (SEMESTER 1)

The Robotics course will introduce students to coding using state of the art robots, "Lego Mindstorms". At first, students build their robots from a set of instructions. Students then program their robots using the Lego Mindstorm software. They will be given challenges that will need to be solved using programmable robots, such as following a line or searching for objects. By adding components such as light and sound sensors, students will be able to program their robots to respond to different stimuli. Students may have the opportunity to compete in the Robo Cup competition held in Perth (Semester 1) at Edith Cowan University or the First Lego League competition held at Curtin University (Semester 2).

## Health and Physical Education

### Outdoor Education (Semester 1 and 2)

This course is designed to give students the ability to prepare for a personal outdoor challenge. Using the expedition process, students apply the learning of skills throughout the semester in the areas of: off-road cycling, expedition planning, sand boarding, snorkelling, canoeing and fishing. Students will need access to a mountain bike and a helmet to participate in this course.

Semester 1: Surfing, canoeing, mountain bike riding, snorkelling, paddle boarding with an opportunity to participate in a snorkelling and surfing camp to Exmouth and Coral Bay

Semester 2: Surfing, fishing, canoeing, snorkelling, mountain bike riding, camp cooking. Students must have access to a roadworthy bike for participation in this subject.

### Recreational Pursuits (Semester 1 and 2)

This is an advanced Physical Education course designed to extend students beyond the boundaries of general Physical Education. Students will learn advanced skills and strategies in a variety of non-traditional sports, developing specific skills in umpiring, coaching and tactics. Students must be willing to participate in vigorous physical exercise to participate in this unit.

Semester 1: Boxing, Indoor Sports, Archery, Table Tennis, Yoga, Spikeball.

Semester 2: Pickleball, Lawn Bowls, Golf, Fitness (Circuit Training), Pistol Club.

## *VETiS - Vocational Education Training in Schools*

### Work Placement Year 10 (Semester 1 and 2)

This subject, on invitation is aimed at students who are interested in gaining skills in a chosen industry or career pathway. Students will develop work readiness skills specific to their preferred careers. Year 10 students will work towards being in the workplace 1 day a week throughout the year. Students will have an opportunity to develop their work readiness skills through on-site work placements. The school will endeavour to secure work placement in an industry/business of interest to the student.

Students interested in this course should indicate this on the subject selection form. Please be aware that students will be expected to catch up on any work missed whilst on work placement and that this subject may replace an elective.



# DONGARA DISTRICT HIGH SCHOOL

## Year 9 Subject Selection Form 2022



NAME: \_\_\_\_\_

### Instructions:

Please complete this form following discussions with relevant teachers, parents/guardians and with reference to the Dongara District High School 2022 Subject Information Handbook.

**Completed forms to be returned to the Office prior to Friday, 30<sup>th</sup> July, 2021.**

Year 9 Compulsory Subjects	
•	English
•	Mathematics
•	Science
•	Humanities and Social Sciences
•	Health
•	Physical Education
•	Career Education
•	Technology and Enterprise – Information Technology

### Elective Subjects (Choice of 3 per Semester)

- Please indicate your elective subject preferences by numbering Electives 1-5 per Semester in order of preference with 1 being the option you would most like to do. Students will meet with a Deputy Principal in Term 4, 2021 to confirm their 3 selections for 2022.

SEMESTER ONE	1-6
<b>The Arts</b>	
• Creative Performing Arts	
• Photography	
• Visual Arts	
<b>Technologies</b>	
• Hospitality	
• Metal Technology	
• Wood Technology	
• Robotics	
<b>Health and Physical Education</b>	
• Outdoor Education	
• Recreational Pursuits	

SEMESTER TWO	1-6
<b>The Arts</b>	
• Photography	
• Visual Arts	
• Performing Arts	
<b>Technologies</b>	
• Hospitality	
• Metal Technology	
• Wood Technology	
• Cottage Crafts	
<b>Health and Physical Education</b>	
• Outdoor Education	
• Recreational Pursuits	

**Parents will receive an itemised schedule of the 2022 Voluntary Contributions and Charges in November 2021.**

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_

Received: \_\_\_\_\_

Office use return number: \_\_\_\_\_



# DONGARA DISTRICT HIGH SCHOOL

## Year 10 Subject Selection Form 2022



**NAME:** \_\_\_\_\_

### Instructions:

Please complete this form following discussions with relevant teachers, parents/guardians and with reference to the Dongara District High School 2022 Subject Information Handbook.

**Completed forms to be returned to the Office prior to Friday, 30<sup>th</sup> July, 2021.**

### Year 10 Compulsory Subjects

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health
- Physical Education
- Career Education
- Information, Digital Media and Technology

### Elective Subjects (Choice of 3 per Semester)

- Please indicate your elective subject preferences by numbering Electives 1-5 per Semester in order of preference with 1 being the option you would most like to do. Students will meet with a Deputy Principal in Term 4, 2021 to confirm their 3 selections.

SEMESTER ONE	1-6
<b>The Arts</b>	
• Creative Performing Arts	
• Photography	
• Visual Arts	
<b>Technologies</b>	
• Hospitality	
• Metal Technology	
• Wood Technology	
• Robotics	
<b>Health and Physical Education</b>	
• Outdoor Education	
• Recreational Pursuits	

SEMESTER TWO	1-6
<b>The Arts</b>	
• Photography	
• Visual Arts	
• Creative Performing Arts	
<b>Technologies</b>	
• Hospitality	
• Metal Technology	
• Wood Technology	
• Cottage Crafts	
<b>Health and Physical Education</b>	
• Outdoor Education	
• Recreational Pursuits	

**VETiS - Vocational Education Training in Schools**

**Yes / No**

*Parents will receive an itemised schedule of the 2022 Voluntary Contributions and Charges in November 2021.*

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Deputy Principal:** \_\_\_\_\_

**Received:** \_\_\_\_\_

Office use return number: \_\_\_\_