



COURSE HANDBOOK

AN INFORMATION
GUIDE FOR PARENTS
TO **YEAR 10 STUDIES**
AT THORN LIE SENIOR
HIGH SCHOOL

2025

INTRODUCTION

The curriculum at Thornlie Senior High School for students in Year 10 is designed to specifically serve the needs of young adolescents. It is the aim of Thornlie Senior High School that every student has the opportunity to succeed academically so that when they exit secondary school they are literate, numerate, and educated/trained sufficiently well to enable them to take their place in our society as responsible and productive citizens.

Thornlie Senior High School strives to foster a caring educational environment based on cooperation, self-responsibility and mutual respect while endeavouring to engage and stimulate students in an ever-changing world.

This booklet serves to provide parents and students with the necessary information about the curriculum offerings and to assist students and parents in making informed Year 10 subject selections. Parents and students are encouraged to work together to select appropriate courses.

Should you have any questions regarding course selection please contact the school on 6235 7900 during school office hours (8:00 am – 4:00 pm).



YEAR 10 COURSE SELECTION

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CURRICULUM REQUIREMENTS

Listed below are the course requirements for Year 10 students. The curriculum is designed to give students an opportunity to experience subjects from the eight (8) different learning areas. From the following table it can be seen that 19 periods are taken up with compulsory subjects. Students need to select 3 more subjects to ensure they are studying a total of 25 periods per week for each semester.

COMPULSORY SUBJECTS	NO. OF PERIODS PER WEEK FOR THE YEAR
English	4
Mathematics	4
Science	4
Humanities and Social Sciences	4
Physical Education	2
Health Education	1
3 ELECTIVES MUST BE CHOSEN FROM THE FOLLOWING AREAS	
The Arts	
Languages	
Specialised Physical Education	
Technologies	
TOTAL ELECTIVE PERIODS PER WEEK	6
TOTAL PERIODS PER FOR THE YEAR	25

Note:

- It is not guaranteed that students will be able to be enrolled in all of their requested subjects due to resource and timetable constraints.
- If a student selects a high cost elective their enrolment in the subject is only guaranteed when their school fees are paid in full.
- Failure to pay will result in the student being withdrawn from the subject or being unable to participate fully in the subject.
- Please complete the student choice selections thoughtfully as the ranked list for each learning area will assist in placing students in the next available subject.

SPECIALISED & SCHOLARSHIP PROGRAMS

Thornlie Senior High School offers the following Specialist and Scholarship programs:

- Specialist Rugby
- Academic Excellence
- Instrumental Music
- Netball

Students who indicated their interest in one or more of these programs upon enrolment in Year 7 and participated in testing, auditions and trials are to be considered are invited to continue with the program, if achieving satisfactory progress, through to the completion of Year 10. Other students performing well outside the program may be offered an Academic Excellence position in English, Mathematics, Science and Humanities and Social Sciences.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

Online Literacy and Numeracy Assessment (OLNA)

In January 2013, the Western Australian Minister for Education Peter Collier MLC students entering senior school in 2015 and beyond would need to demonstrate a minimum standard of literacy and numeracy to achieve their Western Australian Certificate of Education (WACE) from 2015. This followed feedback from employers and training providers about the low literacy and numeracy capabilities of some school leavers.

All Year 10 students, who have not yet reached the minimum literacy and numeracy standard through NAPLAN testing, will be required to undertake the OLNA testing during school. Students will undertake three (3) tests – Numeracy, Reading and Writing – each test will be taken under test conditions with teacher supervision using the school computers and all have a working time of one hour.

Demonstrating the minimum literacy and numeracy standard:

There are two ways that students can demonstrate the standard:

1. Prequalification through Year 9 NAPLAN - Students who achieve the required standard in Year 9 NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component and will not be required to sit the corresponding OLNA component. Please note - if a student achieves the required standard for Reading and Writing but not for Numeracy, he/she will only be required to sit the OLNA Numeracy component of the assessment.

OR

2. Demonstrating the minimum standard through the OLNA.

Students who do not prequalify before Year 11 may find themselves in a position where certain Year 11 and 12 courses are not available for them to select. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

Students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before an OLNA assessment period, will be given the opportunity to participate in order to achieve a WACE, but may postpone participation until they have either been in Australia for 12 months or have entered mainstream schooling from an Intensive English Centre.

THE ARTS

In The Arts Learning Area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in Dance, Graphic Design, Media, Visual Arts and combinations of arts forms. The Arts develops students' sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of The Arts.

Please note:

For the student to be enrolled in their selected electives, any elective costing more than \$70.00 must be paid in full when paying the 50% minimum of the total subject costs. If the balance is not paid prior to the commencement of the school year, the student may be moved into a low-cost elective class.

DANCE - 10DAN

In Year 10 Dance, students will continue to extend their use of the elements of dance to expand their choreographic intentions in their own choreography. They will extend their technical dance skills to include style-specific movement skills in genres such as Jazz, Tap, Ballet, Lyrical, Contemporary, Pom, Cultural Dance and elements of Cheerleading and Acrobatics. Through professional performances, students will continue to work on their confidence, accuracy, clarity of movement and projection. They will refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. Students will investigate dance and influences of the social, cultural and historical contexts in which it exists. Safe dance practices underlie all experiences as students perform within their own body capabilities and work safely in groups.

INSTRUMENTAL MUSIC – 10IM

This course continues the specialised program for all students that hold an instrumental or voice scholarship that is run through the School of Instrumental Music program. The course is designed to provide intensive training in music throughout the areas of Aural and Musicianship, Theory and BMK, Arranging and Composing and the History of Music. The course will be delivered through a contemporary music program and students will be striving to arrange and perform the music of others as well as composing and performing original songs. Students in this course will also be introduced to units that focus on working in the music industry by giving them opportunities to plan and manage the staging of live performances, focusing on the aspects of sound, lighting, recording and stage production in order to put on live concerts and shows.

Prerequisites:

1. Students must have **successfully auditioned** to be considered for this program.

GRAPHIC DESIGN: IMPACT IMAGING - 10GD

In this course, students are introduced to a range of basic and intermediate design processes and practices used in this industry. Students learn to develop design skills and techniques used to create practical project-based work for commercialised products; advertisements, packaging, logo and character designs, produced using Adobe Illustrator and Photoshop. Year 10 Graphic Design provides opportunities for practical and well supported learning to help students to build the skills required to successfully continue their education for the Design units for Year 11 and 12 Certificate II in Creative Industries.

MEDIA: MEDIA MASTERY - 10MED

The Arts Learning Area offers Year 10 students a unique program in Media. Students accepted into this course will use the latest technologies as they create and complete tasks in the areas of video, print media, animation and multimedia. Students will develop media skills and techniques as they work independently and in groups, creating projects in short film, advertising and digital photography. Students will continue to develop their knowledge in scriptwriting, camera operation, digital editing (video and photography), digital sound and additional multimedia forms. Projects are specific to actual industry-based tasks. They will use the latest Adobe CC Suite, including Adobe Photoshop, Illustrator, Lightroom and Premiere Pro, as well as Apps particular to media industries. By participating in this course, students will develop the skills of self-discipline, self-reliance, team spirit, creativity and a confidence in their Media abilities for upper school industry specific pathways.

VISUAL ARTS: EXPRESSION OBSESSION - 10VA

In Year 10, students will learn to use visual language and artistic conventions, in both written and practical work. They will further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes. Students will extend their knowledge of art practices and use their understanding of a variety of art styles in the making of their own artworks. They will be encouraged to increase their knowledge and practice of safe and sustainable visual arts practice. Students will produce finished artworks to be exhibited and evaluated, with consideration to their own artistic intentions, personal expression, and audience.

Students will be encouraged to develop greater understanding of how art of different cultures, time and place impact on the development of ideas and production of art forms. They will continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students studying Visual Arts gain a deeper understanding of critical thinking, the design process, creative thinking, problem solving and resilience to build on skills over a long period of time. These skills are transferable for the future and for employment.

ENGLISH

In the English Learning Area, students 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.

English is a compulsory course and all students will study English for four (4) periods per week for the year. English courses at Thornlie Senior High School are designed using the Australian Curriculum. These courses are also designed to facilitate a smooth transition into upper school courses.

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.

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

ENGLISH - 10EN

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.

- **Receptive modes (listening, reading and viewing):**

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

- **Productive modes (speaking, writing and creating):**

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

HEALTH & PHYSICAL EDUCATION

The Health and Physical Education curriculum provided opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Health and Physical Education is a compulsory course. All students will study Health Education for one (1) period per week, and two (2) periods of General Physical Education. Students may also select one of the specialised electives for two (2) periods a week if desired.

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences in health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Physical Education Uniform:

Parents need to be aware that all students must change for all Physical Education classes. Students are required to wear:

- TSHS Physical Education shirt bought through Uniform Concepts
- Plain black shorts or track suit pants
- Sports shoes

COMPULSORY HEALTH & PHYSICAL EDUCATION SUBJECTS

HEALTH EDUCATION - 10HE

Students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Semester One Units: Identity, Keys4Life & Health in the Media.

Semester Two Units: Respectful Relationships, Mental Health & Health Promotion.

PHYSICAL EDUCATION GENERAL - 10PE

Students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they implement a variety of tactics to achieve an intended outcome. Students provide simple descriptions on how to measure heart rate and breathing rate in response

to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

Semester One: Invasion Games / Striking & Fielding

Semester Two: Athletics / Net & Wall Sports

SPECIALISED PHYSICAL EDUCATION ELECTIVES

Please note:

For the student to be enrolled in their selected electives, any elective costing more than \$70.00 must be paid in full when paying the 50% minimum of the total subject costs. If the balance is not paid prior to the commencement of the school year, the student may be moved into a low-cost elective class.

GIRLS JUST FOR YOU - 10GJY

This course incorporates some unique practical experiences, but also has a theory focus, which concentrates on self-esteem, positive body image, nutrition and fitness for teenage girls. Activities include Boxing, Zumba, yoga, aerobics, walking, rock climbing, ten-pin bowling and a make-up course.

Prerequisites:

1. Achieved a **'C' grade or above** in Year 9 Physical Education.
2. Achieved **'often' or above** in attributes in Year 9 Physical Education.
3. As places in this course are limited and students are often off campus using public facilities, students who choose this course must **have and maintain** a record of exemplary behaviour.

NETBALL - 10NET

Year 10 Netball works to consolidate and extend students skills, tactical knowledge and fitness for netball. Students will work to improve coaching knowledge along with individual and team netball techniques. Students will also have the benefit of occasional guest coaches from Netball WA. From this course, students will be selected to represent Thornlie Senior High School at interschool tournaments and matches. Students are expected to participate in all classes and any associated training or match activities.

Prerequisites:

1. Students **must** be a competent netball player and have an interest and desire to improve their skills.
2. Achieved a **'C' grade or above** in Year 9 Physical Education.
3. Achieved **'often' or above** in attributes in Year 9 Physical Education.

OUTDOOR EDUCATION - 10OED

This course is designed for the student who has a strong interest in the outdoors. It allows them to achieve the Health and Physical Education outcomes in a non-sporting context. Students may take part in activities which include; Survival Swimming, Snorkelling, Canoeing, Orienteering, Mountain Biking, Rock Climbing, Abseiling and Camp Preparation. This course is a great introduction for any student thinking of choosing Outdoor Education in Years 11 and 12.

Prerequisites:

1. Students **must** pass a swim test in Term 4 this year.
2. As places in this course are limited and students are often off campus using public facilities, students who choose this course must **have and maintain** a record of exemplary behaviour.
3. For identification purposes, students **must purchase the red TSHS Outdoor Education** shirt which can be bought through the Physical Education office.
4. Achieved **'often' or above** in attributes in Year 9 Physical Education.

PHYSICAL RECREATION - 10PR

This course provides students the opportunity to achieve the HPE outcomes in a non-competitive environment. It is designed to give students experiences in a variety of recreational pursuits. These may include: Golf, Floor Ball, Badminton, Lawn Bowls, Ten Pin Bowling and Pot Black.

Prerequisites:

1. Achieved a **'C' grade or above** in Year 9 Physical Education.
2. Achieved **'often' or above** in attributes in Year 9 Physical Education.
3. As places in this course are limited and students are often off campus using public facilities, students who choose this course must **have and maintain** a record of exemplary behaviour.

SPECIALISED RUGBY - 10RDP

This course is designed as a continuation of the Year 9 Specialist Rugby Development Program and provides a progression into higher level skill development and knowledge in Rugby Union, Rugby League, Touch and League Tag for Year 10 players.

Students will continue to receive expert tuition from Thornlie SHS Rugby Academy staff, RugbyWA and NRL Junior Development Officers, guest coaches and speakers. Our aim is to continue to develop each student's individual skills, physical fitness, game abilities, and knowledge, so that they may reach their full potential in their chosen code. Within this program we will continue to place an emphasis on personal goal setting, values and leadership skills.

Individuals will also be given an opportunity to learn and apply the different officiating skills at matches and carnivals and may choose to obtain entry level qualifications in a particular area e.g. coach / referee. Students will once again have the chance to gain selection into one of our school representative teams and compete in one or more of the Union, League, Touch and League-Tag inter-school competitions and carnivals held throughout the year.

Selection Criteria:

Selection will be based on physical skill levels and academic attitude. Skill tests will be conducted at the school under the supervision of coaching staff. Successful applicants will be required to meet the following expectations:

- Participate consistently and to the best of their ability throughout their involvement in the Rugby program.
- Maintain a school **attendance of 80% or more**.
- Develop a positive attitude towards the school ethos.
- Maintain a **'C' grade average** or, working to the best of their ability towards it.
- **Outstanding behaviour** record towards staff, peers and the wider community.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

Humanities & Social Sciences is compulsory for all students in Year 10. Students will study HASS for four (4) periods per week for the year. Humanities & Social Sciences aims to provide students with the skills, understandings and values to be effective citizens in Australian society.

HUMANITIES & SOCIAL SCIENCES - 10HASS

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

- **Civics and Citizenship:**

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

- **Economics and Business:**

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 delving into 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.

- **Geography:**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

There are two units of study in the year 10 curriculum in Geography, Environmental Change and Human Well-being. Students will undertake an in-depth study of a specific environment to examine changes. They also examine different concepts and measures of human well-being.

- **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. The focus of study will be World War Two and the Civil Rights Movements in America and Australia.

LANGUAGES

In the Languages Learning Area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through languages, students are also able to further develop their skills and understandings in English and literacy in general.

Languages are an integral part of a balanced academic course of study. Thornlie Senior High School encourages all students with an aptitude and interest in languages to continue their studies into Year 10 and beyond.

JAPANESE - 10JSL

An additional language is a valuable asset in a rapidly globalising Australia. Being able to communicate with people around the world gives students the chance to learn more about their own lives, as well as the lives of others. Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools.

Japan is one of Australia's closest friends in our Asia-Pacific neighbourhood. Japan remains our second-closest trading partner, and Japanese-speaking Australians are highly-valued employees all over the world. Japan and Australia participate in close cultural exchange. From dance to painting, music to sport, learning more about Japanese language and culture will open students' eyes to a history and people that are constantly changing, and always fascinating.

In Year 10, students will build on the language skills they acquired in Year 9 and explore the culture and language of Japan through the topics of school life, family and holidays. High achievement in this course will set students on a course to complete Japanese: Second Language in Years 11 and 12.

Prerequisites:

1. Students **must** have completed Japanese in Year 9.

MATHEMATICS

In Mathematics, students learn to use ideas about number, space, measurement and chance. Students will use mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of student' numeracy and assists learning across the curriculum.

Mathematics is compulsory with all students studying Mathematics for four (4) periods per week for the year.

Students in Year 10 will be exposed to mathematical concepts appropriate to the ability range of the students.

The class allocation (based on Year 9 achievement) will provide students with the maximum opportunity to progress and demonstrate achievement.

MATHEMATICS - 10MA

By studying Mathematics, students develop the ability to

- appreciate the essential role mathematics has had, and continues to have in their lives, and that of the community
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.
- explore and apply Problem-Solving strategies when dealing with situations when no solution method is obvious, and the solution method is not given in advance.
- demonstrate perseverance in undertaking mathematical challenges
- describe and analyse mathematically the spatial features of objects, environments and movements.
- use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct.
- use their knowledge of chance and data handling processes in dealing with data and with situations where uncertainty is involved.
- use numbers and operations and the relationships between them efficiently and flexibly.
- use algebraic symbols, diagrams and graphs to understand, to describe and to reason.

SCIENCE

In the Science Learning Area, students learn to investigate, understand and communicate about the biological, physical and technological worlds and value the processes that support life on our planet. Science helps students to become critical thinking by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.

Science is compulsory and all students will study Science for four (4) periods per week for the year.

SCIENCE - 10SCI

Science aims to foster critical thinking and problem-solving abilities in students, enabling them to navigate the challenges of the modern world with confidence.

Science courses at Thornlie Senior High School are designed and developed around the four content strands of the Australian Curriculum: Biological Science, Chemical Science, Earth and Space Science and Physical Science. All within the context of the three process strands Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These courses are designed to facilitate a smooth transition into upper school courses.

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

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 develop their understanding of atomic theory to understand relationships within the periodic table (Chemical Science). They understand that motion and forces are related by applying physical laws (Physical Science). 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 equilibrium within these systems (Biological Science, and Earth and Space Science).

TECHNOLOGIES

In the Technologies Learning Area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and process to create solutions that consider the short and long – term impact on societies and environments.

Please note:

For the student to be enrolled in their selected electives, any elective costing more than \$70.00 must be paid in full when paying the 50% minimum of the total subject costs. If the balance is not paid prior to the commencement of the school year, the student may be moved into a low-cost elective class.

The Technologies learning area comprises three departments – (i) Digital Technologies and Business, (ii) Design and Technology, and (iii) Home Economics.

COMPUTER PROGRAMMING - 10CP

Understanding of computer programming, databases and programming is a very useful skill to have in this day and age. Computer Programming covers the basics of programming leading into computer science course in Years 11 and 12. This course covers basics such as HTML, Python and Javascript. Basics of databases and design will also be covered. In this subject students will be writing code for both webpages and game creation. Hardware and networking devices will also be covered to give students an overall grounding in information technology and how the world really works.

Students will need good problem solving skills, logical thinking and the acceptability of new ideas is necessary. Students will create programs, web sites and games that incorporate real world skills. This class is a pathway to computer science and applied information technology.

ACCOUNTING, BUSINESS and LAW – 10ABL

Business, economic and legal activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for enterprise. The Year 10 Accounting, Business and Law course is a rigorous and challenging introduction to the three dynamic fields of study that are pathways to the subjects and Certificate II offered in our upper school. The objective of this course is to ensure students develop in their roles as active and informed citizens, consumers, workers and entrepreneurs.

In the Accounting stream, students focus on the basic skills of recording, reporting, presenting and interpreting financial information which sets an ideal foundation both for further study and for a future career within the profession. In the Law stream, students touch on basic legal problem-solving skills, an understanding of the WA civil and criminal justice system, and the ability to read, interpret and analyse statute and case law. The course looks at

developing students' social responsibility within our community and beyond. In the Business stream, students develop effective decision-making skills related to consumer behaviour and the management and evaluation of entrepreneurial financial matters, resulting in confidence in the areas of business management, consumer and financial literacy.

This course is ideal for students with a strong background in literacy and numeracy, looking for a future career in accounting, business management, law and criminology.

ENGINEERING SYSTEMS - 10ES

This subject is highly recommended for those students wishing to enrol in Year 11 Materials Metals or Engineering Pathways (VET) courses. This course builds on the knowledge and skills acquired in Year 9 Engineering Systems and gives students learning experiences in a broad range of engineering systems. Welding (Arc, MIG & Oxy), electronics, engine maintenance, manufacturing, Occupational Health & Safety, design process, small engines, automotive systems and multi-cylinder engines, are just some of the exciting topics students can do.

Engineering Systems students will have the opportunity to make some projects in order to apply their welding and manufacturing skills. Diagnosing problems and carrying out repairs and maintenance on small engines and multi-cylinder engines also form much of the content covered in this course. There is a strong focus on safety in using the tools, equipment, and machines for the tasks that are set.

MATERIALS METAL - 10MM

This course is aimed at those students who have limited or no experience in Year 8 or 9 Metalwork but wish to attain the necessary background to enrol in Materials Metals at Year 11/12 level. Students will learn how to safely use a range of workshop equipment such as marking out tools, the guillotine, benders, lathes, welding and polishing machines. The emphasis of the course is on making a range of interesting projects in a safe, structured environment that allows the students to develop skills and build confidence in working with metals. Design development through investigation is an integral part of this course.

MATERIALS WOOD - 10MW

This course is aimed at those students who have limited or no experience in Year 8 or 9 Woodwork but wish to attain the necessary background to enrol in Materials Wood at Year 11/12 level. Students will learn how to safely use a range of workshop equipment such as wood lathes, electric drills, bandsaws, finishing machines, electric sanders etc. Students will also use equipment associated with staining and spraying finished pieces. This course has a strong focus on design, safety and the enjoyment that comes from designing and making a range of interesting projects. Students who wish to extend their knowledge and experience further in this area should choose the Furniture Woodwork VET course for future Year 11 studies.

TECHNICAL GRAPHICS - 10TG

In Technical Graphics, drafting skills are developed through the use of symbols, conventions and standards to demonstrate various drawing techniques. Included in this course are drawings of assembled components, pictorial representations of objects and a variety of graphic techniques using computer assisted drafting (CAD) software such as AutoCAD. This course provides an opportunity for students to apply a high level of drafting skills and techniques.

Students will be involved in program development and creating exercises for this course using both conventional and computer assisted techniques.

This course is highly recommended for those students looking for a career in drafting, architecture or engineering. Our school has an impressive record of placing graduating Year 12 students into employment through this path of study. Students should choose this course if they wish to enrol in Design (Technical Graphics) in Year 11.

STEM ELECTIVE -10STEM

The aim of the course is to allow students to integrate and apply their science, technology, engineering and mathematical (STEM) skills. Project based inquiry learning is used to develop their capabilities in these areas.

Throughout the course, students will collaborate and work effectively in teams. They utilise their communication, time management and leadership skills to produce innovative solutions. Students will use current technology to design, create, program and test robots, animations and game applications to respond to their commands, overcome obstacles, and complete set challenges. They will build on their understanding of electrical and mechanical scientific

concepts, while computing accurate solutions using mathematics. They will practice creative thinking, with analytical and problem-solving skills to engineer solutions to real world problems.

Select groups will participate in the State RoboCup Junior and First Lego League competitions using our LEGO Mindstorms NXT robots, with the possibility to compete on a National level. They will also be building and testing solar vehicles, sponsored by the STELR Program initiative of the Australian Academy of Technology and Engineering, and the Australian Power Institute.

The course aims to build on students' interest in STEM and highlights the widening range of education pathways and career opportunities in these fields. Many industries are becoming more focused on innovation and creativity, which will be fostered in this course. There will be exposure to industry and university experts who will present the latest technologies to the students. This course exposes them to computer science, engineering and ICT career pathways.

SPOTLIGHT ON MY FOOD - 10SMF

Students investigate the sensory and physical properties of food that affect the consumption of raw and processed foods. Students learn about a balanced diet, the function of food in the body and apply nutrition concepts that promote healthy eating for adolescents. They study health and environmental issues that arise from lifestyle choices. They work individually and in teams to further develop their food preparation, meal planning, equipment and food handling skills through the preparation of safe, quality food products. Students demonstrate a variety of mise-en-place and precision cutting skills and cooking techniques. They demonstrate a variety of safe workplace procedures, processing techniques and food handling practices at all times.

They investigate factors and trends which influence the purchase of locally produced foods and explore food labelling and packaging requirements in Australia. They devise food products, follow and adapt recipes to prepare healthy meals and snacks that meet individual needs.

Please note: This course has a high practical food content and carries associated high costs.

CHILDCARE - 10CC

A variety of practical activities in this subject will help students learn about children from conception and birth through to pre-school age. Students will explore respectful relationships, personal health and consider parenting. Students will have the opportunity to investigate the physical, social, emotional and intellectual needs of young children and how to satisfy these in a caring way. As part of this course students will develop working packages suitable for them to use when babysitting preschool children, such as puppets, soft toys and picture books.

This is an interesting and relevant course for anyone interested in children, and/or working in the childcare industry. Content is relevant to Certificate II in Community Services (Childcare) which is studied in Year 11 and 12.

FASHION DESIGN - 10FD

This course is for students who are interested in developing skills in fashion design and sewing their own clothes. Basic sewing skills will be covered to ensure confidence in using domestic sewing equipment. Fashion design process will be taught – including historical and contemporary fashions.

Students will have the opportunity to create their own design and carry it through to the production of personal garments.

Please note: Students will be required to provide fabric for personal items during this course.



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