YEAR 9 & 10 HANDBOOK 2015
INTRODUCTION

The Year 9 and 10 curriculum is designed to allow students to select and create a study program from a wide range of subjects. Over two years, students are encouraged to ensure that they have undertaken courses from different areas of the curriculum so that when it comes to making VCE subject selection choices they are in the best possible position to know their strengths and what interests them.

The core subjects of English, Mathematics, Science and History are those which the National Curriculum stipulates that a student must study up to Level 10. To those subjects, we also add a requirement for Physical Education and (until Year 10) at least one LOTE subject. We also strongly encourage the continued study of a LOTE subject in Year 10, although it is not mandated. At Fintona, we teach the National Curriculum History course up to the end of Year 9, with students studying the Level 9 course in the first semester and the Level 10 course in the second. All core subjects are studied for a full year, unlike the elective subjects which are only a semester in length.

The elective subjects come from across the academic disciplines and allow students to develop their knowledge beyond what is compulsory. When choosing an elective subject, students are encouraged to make choices which include subjects from across faculties, including Arts, Humanities, Commerce and Sport. Because the courses are a semester in length, students are able to experience a balance of academic and creative subjects across an entire year.

Years 9 and 10 are the first years of internal examinations for students and every subject (apart from Physical Education) is assessed at the end of each semester; this is a good way for students to develop the skills which will be required of them during their VCE studies.

Before students are asked to select which subjects they wish to study, they and their parents have an opportunity to attend an information evening. The subject selection process also involves an interview with each girl to ensure that she is selecting the subjects which best suit her.
YEAR 9

Year 9 provides students with the opportunity to undertake guided choices in their subject selection. The opportunity exists for students to participate in, and reflect on, activities that extend their understanding of themselves and the world.

The Connections Program has been specifically designed by Fintona to allow students to develop a greater awareness of learning beyond the classroom, with a focus on how communities work. Throughout the year, students focus on working together and the important contribution that individuals make to communities. One day a fortnight is devoted to the Connections Program.

A range of life skills is covered throughout the year, ensuring that students have study and self-management skills, along with an awareness of how they can work positively towards physical, emotional and social wellbeing.

YEAR 10

Students continue to develop skills and knowledge in a broad range of learning disciplines, ensuring flexible pathways are maintained to reflect our ever changing world.

All students undertake a work experience placement. Students secure a five day placement for Term 4 in an area of personal interest. Students may also opt to undertake a further placement during term holidays.

Students are encouraged to avail themselves of the opportunity to try different subjects and will be guided as to how future subject choices may shape career pathways. Some students will commence a selected VCE study in Year 10, with guidance being provided through the subject selection process.

Students also become familiar with the educational pathways available beyond Year 12 and use various software programs designed to allow students to recognise the choices they will face in the near future.

Study skills are further developed, along with strategies to deal with the pressures of life in the senior years of schooling. Students are provided with the information necessary to assist in making informed decisions relating to their physical, emotional and social wellbeing.
YEAR 9

Year 9 is intended to provide girls with guided choices for their program of study. They combine core subjects with a range of elective subjects. The elective subjects in Year 9 are intended to be a pathway into a different set of electives at Year 10 and offer a broad two year program of study before choices about VCE subjects are made.

CORE SUBJECTS (NATIONAL CURRICULUM)
- English
- Mathematics (Accelerated Mathematics available)
- Science (Advanced Science available)
- History

CORE SUBJECTS (NON NATIONAL CURRICULUM)
- Physical Education

ELECTIVE SUBJECTS
Students in Year 9 study three Elective subjects of their choice in Semester 1 and a further three in Semester 2. Students choose from the subjects listed in the table on the right.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>ELECTIVE SUBJECT</th>
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<tbody>
<tr>
<td>LOTE(^2)</td>
<td>French</td>
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<tr>
<td></td>
<td>Indonesian</td>
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<tr>
<td></td>
<td>Japanese</td>
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<tr>
<td>Visual Arts</td>
<td>Textiles: Stitchery</td>
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<td></td>
<td>Studio: Illustration</td>
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<td></td>
<td>Studio: Sculpture</td>
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<td></td>
<td>Visual Communication: Designing for Publication</td>
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<tr>
<td>Performing Arts</td>
<td>Acting for the Screen</td>
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<td></td>
<td>Writing for the Screen</td>
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<td></td>
<td>Music Composition and Song Writing</td>
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<td>Music Performance</td>
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<td>Commerce</td>
<td>Dollars and Sense</td>
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<td></td>
<td>Mind Your Own Business</td>
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<tr>
<td>Humanities</td>
<td>People and the Planet</td>
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<tr>
<td>Science</td>
<td>Criminal Forensics</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Food for Thought</td>
</tr>
</tbody>
</table>

1. The National Curriculum mandates the study of History to Level 10. In Semester 1, Year 9 students study the National Curriculum History course to Level 9 and in Semester 2 they study the Level 10 National Curriculum History course.

2. Girls must study at least one LOTE subject for two semesters in Year 9. Students who wish to study two languages can select from French and Japanese or French and Indonesian.
YEAR 10

Year 10 is intended to provide girls with guided choices for their program of study. They combine core subjects with a range of elective subjects. The elective subjects in Year 10 are intended to offer the broadest possible range of subjects and experiences in order for students to make informed decisions about their VCE choices.

CORE SUBJECTS (NATIONAL CURRICULUM)

• English
• Mathematics (VCE Foundation Mathematics Unit 1&2 and VCE Mathematical Methods Unit 1&2 also available)
• Science (Advanced Science available)

CORE SUBJECTS (NON NATIONAL CURRICULUM)

• Physical Education

ELECTIVE SUBJECTS

Students in Year 10 study four elective subjects of their choice in Semester 1 and a further four in Semester 2. Students choose from the subjects listed in the table on the right.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
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<tbody>
<tr>
<td>LOTE¹</td>
<td>French</td>
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<tr>
<td></td>
<td>Indonesian</td>
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<tr>
<td></td>
<td>Japanese</td>
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<tr>
<td>Visual Arts</td>
<td>Studio: Painting and Printmaking</td>
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<td></td>
<td>Photography</td>
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<td></td>
<td>Visual Communication:</td>
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<td></td>
<td>Design in Practice</td>
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<td>Textiles: Fashion</td>
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<tr>
<td>Performing Arts</td>
<td>Acting for the Screen</td>
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<td></td>
<td>Writing for the Screen</td>
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<td></td>
<td>Music Composition and</td>
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<td></td>
<td>Song Writing</td>
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<tr>
<td></td>
<td>Music Performance</td>
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<tr>
<td>Commerce</td>
<td>Money Makes the World Go Around</td>
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<td></td>
<td>Business Accounting</td>
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<td></td>
<td>Politics</td>
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<td></td>
<td>Jailed, Bailed and Curtained</td>
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<tr>
<td>Humanities</td>
<td>China Rising</td>
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<td></td>
<td>7 Billion and Counting</td>
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<td></td>
<td>Philosophy</td>
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<td>Ethics</td>
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<tr>
<td>Science</td>
<td>Psychology</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Information Technology</td>
<td>App Developer</td>
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</tbody>
</table>

¹. Girls can study any language individually but those who wish to study two languages can select from French and Japanese or French and Indonesian.
CO-CURRICULAR ACTIVITIES

Important learning occurs beyond the traditional classroom and Fintona offers a broad range of activities to develop student interests and talents. Students’ efforts are recognised regularly in the school community via assemblies and written publications.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YEAR LEVELS</th>
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<tbody>
<tr>
<td>Athletics (House Sport and Girls Sport Victoria [GSV])</td>
<td>5 - 12</td>
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<tr>
<td>Badminton (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Basketball (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Boroondara Literary Award</td>
<td>7 - 12</td>
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<tr>
<td>Senior Clarinet Ensemble</td>
<td>7 - 12</td>
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<tr>
<td>Creative Writing Club</td>
<td>7 - 12</td>
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<tr>
<td>Cricket (GSV)</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Cross Country (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Cunningham String Quartet</td>
<td>10 - 12</td>
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<tr>
<td>Danila Dilba</td>
<td>11</td>
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<tr>
<td>Debating (House and Inter-School [DAV])</td>
<td>7 - 12</td>
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<tr>
<td>Diving (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Duke of Edinburgh’s Award Scheme</td>
<td>Age 14 - Yr 12</td>
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<tr>
<td>Elaine Boucher Writing Award</td>
<td>5 - 12</td>
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<tr>
<td>Elizabeth M. Butt Public Speaking</td>
<td>6 - 11</td>
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<tr>
<td>Fintona Chorale</td>
<td>9 - 12</td>
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<tr>
<td>Fintona Flutes</td>
<td>8 - 12</td>
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<tr>
<td>Fintona Quintet</td>
<td>9 - 12</td>
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<tr>
<td>Guitar Ensemble</td>
<td>5 - 12</td>
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<tr>
<td>Hockey (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Indoor Cricket (House)</td>
<td>7 - 12</td>
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<tr>
<td>Jazz Improvisation Ensemble</td>
<td>7 - 12</td>
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<tr>
<td>Language Based Trip (French or Japanese)</td>
<td>10 - 11</td>
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<tr>
<td>Language Exchanges (French, Indonesian or Japanese)</td>
<td>10 - 11</td>
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<tr>
<td>Netball (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Percussion Ensemble</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Poetry Competitions</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Ringing Voices Literary Journal</td>
<td>5 - 12</td>
</tr>
</tbody>
</table>
| Rostrum Voice of Youth Public Speaking
  Competition                                     | 9 - 12      |
| Rotary Balwyn Four Way Test Public Speaking Awards | 10 - 11  |
| Rowing                                        | 8 - 12      |
| Saxophone Quartet                             | 7 - 12      |
| Senior Orchestra                              | 8 - 12      |
| Soccer (House and GSV)                        | 5 - 12      |
| Softball (House and GSV)                      | 5 - 12      |
| Stage Band                                    | 8 - 12      |
| Swimming (House and GSV)                      | 5 - 12      |
| Symphonic Wind Ensemble                       | 7 - 12      |
| Table Tennis (House)                          | 5 - 12      |
| Tennis (House and GSV)                        | 5 - 12      |
| Tourmont Strings                              | 8 - 12      |
| Volleyball (House and GSV)                    | 5 - 12      |
| World Challenge                               | 9 - 12      |
Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indices and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

For more information please see: www.australiancurriculum.edu.au/English/Curriculum/F-10#level=9

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YEAR 9 CORE SUBJECTS

ENGLISH: SPECIFIC AREAS OF STUDY

SHAKESPEARE

OUTLINE
Students are introduced to the world of William Shakespeare. Through the classroom reading of Romeo and Juliet, students explore and analyse how the playwright develops themes and characterisation. Students also develop awareness of literary techniques, and how such techniques contribute to meaning. The unit encompasses a range of research-based, comprehension and analytical writing tasks, and students participate in a performance of a selected scene from the play. The students are encouraged to maintain learning journals with descriptive and reflective writing entries.

ASSESSMENT
Study of historical, ethical and literary contexts, character profiles, scene analysis, essay.

NEWSPAPER STUDIES

OUTLINE
Students study the paper and digital versions of The Australian, The Age and Herald Sun. They become familiar with articles written for a range of purposes and audiences, and acquire proficiency in recognising and formulating different styles of writing, including: informative articles (reportage), opinion pieces, features, editorials, letters and reviews. Students also develop understanding of how images and illustrations can be political and persuasive.

ASSESSMENT
Writing for a range of purposes and audiences, language tests (grammar, punctuation and vocabulary), analysis tasks and participation in group discussion.

PUBLIC SPEAKING

OUTLINE
Building on skills from previous year levels, students participate in oral performance (Shakespeare), presentations to class, and in the Elizabeth M. Butt Public Speaking program. Based on the concept of ‘The Great Balloon Debate’, students research the biography of a famous person, and deliver a speech to the class, speaking in the identity of their chosen subject. Students are also required to deliver presentations that offer a point of view on a given text.

ASSESSMENT
Scene interpretation from a Shakespearean play, a biographical monologue, and formal presentation of a textual point of view.

SHORT STORY STUDY

OUTLINE
Students explore the genre of short stories, in which a range of literature from Australia and around the world is read and discussed. The stories are selected for their representation of different historical, social and cultural contexts including indigenous and migrant experience.

ASSESSMENT
Analytical tasks, participation in discussion, drafting, editing and writing a short story.
OUTLINE
Students are introduced to a work of classic literature, namely John Steinbeck’s novella *Of Mice and Men*. They study how the representation of individuals and human experience in literary texts may arise from specific social, historical and cultural contexts. They reflect on, discuss and explore notions of literary value and how and why such notions vary according to context.

ASSESSMENT
Imaginative response that creates a possible and authentic alternative to the events depicted in the novella, and oral presentation.

FILM STUDY

OUTLINE
The study of the film *Picnic at Hanging Rock* enables students to explore aspects of early 20th century Australia, and how a work of fiction has been recreated through language, structural and visual choices. Students identify and analyse implicit or explicit values, beliefs and assumptions in the film, and how these are influenced by directorial purposes and likely audiences. Students also refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.

ASSESSMENT
Film interpretation, analysis of filmic techniques, discussion of findings orally and in essay form, and writing of a review using appropriate language.

MATHEMATICS

Unit length: Full Year

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including the use of the CAS calculator, is utilised where appropriate. Students follow the course described by the Australian Curriculum.

For further information please see: www.ausvels.vcaa.vic.edu.au

OUTLINE
Students develop their ability to use symbols to represent variables, to solve linear and simultaneous equations and to graph linear functions. They study expansion and factorisation and use the latter to solve quadratic equations. Pythagoras’ theorem and trigonometry are used to solve right-angled triangles. Students are introduced to, and manipulate expressions with, negative indices and surds. They investigate the measurement of complex shapes, including spheres, cones and pyramids. Tree diagrams and Venn diagrams are used to find the probability of compound events. Financial mathematics and their applications are explored. In Geometry, congruency and similarity of triangles is studied. Ways of using the graphing and algebraic capacity of CAS calculators to enhance understanding are investigated.

KEY SKILLS
Knowledge, understanding and application of basic facts in routine and non-routine problems, communicating mathematical understanding, using a CAS calculator appropriately and efficiently.

ASSESSMENT
Application and analysis tasks, topic tests, examinations.

RESOURCES
*Essential Mathematics for the Australian Curriculum, Year 9*, D. Greenwood et al, Cambridge, Casio Class Pad 400 calculator, worksheets.
ACCELERATED MATHEMATICS
Unit Length: Full Year

OUTLINE
Students complete the standard Year 9 and Year 10 courses. They use Pythagoras’ theorem and trigonometry to solve right-angled triangles, and investigate the measurement of complex shapes, including spheres, cones and pyramids. They develop their ability to solve linear equations and to graph linear, quadratic and exponential functions, and study the expansion and factorisation of expressions. Quadratic functions, including those with irrational roots, are solved. The application of matrices to mathematical situations, the use of Venn and tree diagrams to find the probability of compound events, and negative and fractional indices are all introduced.

KEY SKILLS
Knowledge and understanding of basic facts in routine and non-routine problems, communicating mathematical understanding, using a CAS calculator appropriately and efficiently.

ASSESSMENT
Application and analysis tasks, topic tests, examinations.

RESOURCES

SCIENCE
Unit Length: Full Year

OUTLINE
Students continue their study of Science, exploring it as a human endeavour and a way of understanding and explaining the world. They further hone their science inquiry skills and focus on strengthening their foundation in Biological, Chemical and Physical Science.

BIOLOGICAL SCIENCES: CO-ORDINATION OF BODY SYSTEMS

OUTLINE
Students study how multi-cellular organisms rely on co-ordinated and interdependent internal systems to respond to changes to their environment. The structure and function of the nervous and endocrine systems is explored in a bid to aid the investigation into the nature of responses to various stimuli. Special mention is made of the responses of the body to changes as a result of the presence of micro-organisms. Modern medical diagnostic and treatment regimens are incorporated into the study of the effects of exposure to electromagnetic radiations such as x-rays and microwaves.

KEY SKILLS
Interpretation, observation, safe laboratory techniques, dissection, research, analysis, classification, evaluation, problem solving, scientific report writing, digital technology use.

ASSESSMENT
Topic test, assignment, practical work and reports.

RESOURCES

PATHWAY
A selection process exists for involvement in the Year 9 Accelerated Mathematics program. A specialised test, along with data from Year 8 tests and classwork, is used to determine which students are invited to participate in this course. Students are able to study VCE Mathematical Methods Units 1 and 2 as an area of study in Year 10 if the Year 9 Accelerated Mathematics program is completed at a high level.
BIOPHYSICAL SCIENCES: ECOSYSTEMS

OUTLINE
Students use scientific concepts and models to explain the interdependence of populations of organisms and the environment. They investigate how ecosystems change as a result of events such as bushfires, drought and flooding, and examine the effect of independent and dependent factors on population size. Students focus on how energy flows into and out of an ecosystem via the pathways of food webs, and on maintaining sustainability of systems.

KEY SKILLS
Observation, prediction, identification, analysis, synthesis, evaluation, classification, research, interpretation, scientific report writing, use of digital media, fieldwork.

ASSESSMENT
Topic test, practical work and reports.

RESOURCES

CHEMICAL SCIENCES

OUTLINE
Students are introduced to the Periodic Table, the atomic structure of the first 20 elements and natural radioactivity. The mass and charge of the sub-atomic particles is compared. Students investigate factors that affect chemical changes and relate these to everyday situations. The significance of chemical reactions, including combustion and the reactions of acids, in both non-living and living systems, is studied. A comparison of respiration and photosynthesis as biological processes is drawn. Energy transfer in terms of exothermic and endothermic reactions and the effect of combustion products on the environment is researched. A practical analytical project is undertaken, and chemical equations in words and symbols are completed.

KEY SKILLS
Observation, record-keeping, making inferences, safe laboratory techniques, classification, manipulation, developing hypotheses, experimentation, research, analysis, synthesis, developing a flow chart, processing and analysing data, evaluating, scientific report writing, digital technology use.

ASSESSMENT
Topic test, practical work and reports, presentation of a project.

RESOURCES
YEAR 9 CORE SUBJECTS

EARTH AND SPACE SCIENCES: PLATE TECTONICS

OUTLINE
The theory of plate tectonics is considered to explain global patterns of geological activity and continental movement and students identify the major plates on a world map. Students research and relate the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries and are required to model the sea-floor spreading. They consider the role of heat energy and convection currents in the movement of tectonic plates and relate the extreme age and stability of a large part of the Australian continent to its plate tectonic history.

KEY SKILLS
Observation, record-keeping, making inferences, hypotheses, experimentation, research, manipulation of data, analysis, synthesis, processing and analysing data, evaluating, scientific report writing, digital technology use.

ASSESSMENT
Topic test, practical work and reports, presentation of a project.

RESOURCES

PHYSICAL SCIENCES: ENERGY TRANSFER BY WAVES, (SOUND AND LIGHT) AND ELECTRIC CIRCUITS

OUTLINE
Students explore the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light. Using inquiry skills they study how and why the movement of energy varies according to the medium through which it is transferred; the structure and functions of the mammalian eye and ear are considered. Discussions of wave and particle models are employed to enhance an understanding of aspects of these phenomena. Furthermore, students investigate the transfer of heat in terms of convection, conduction and radiation, identify situations in which each occurs and discuss these phenomena in terms of the particle model. Factors that affect the transfer of energy through an electric circuit are introduced at this year level.

KEY SKILLS
Spatial awareness, observation, dissection, developing hypotheses, experimentation, research, manipulation of data, analysis, synthesis, processing and analysing data, evaluating, scientific report writing, digital technology use.

ASSESSMENT
Test, problem-solving, experimental reports, notes, assignment.

RESOURCES
ADVANCED SCIENCE

BIOLOGICAL SCIENCES: GENETICS

OUTLINE
Students explore the genetic basis of heritance. This will involve comparing processes and outcomes, predicting offspring, and explaining pedigrees. First and second-hand data will be evaluated. Mutations such as changes in DNA or chromosomes and the factors that contribute to causing mutations are described.

KEY SKILLS
Observation, interpretation, evaluation, research, problem solving, application of knowledge to everyday situations, use of digital technologies.

ASSESSMENT
Test, chapter questions, practical work and reports, problem solving, written responses, oral presentation, assignment.

RESOURCES

BIOLOGICAL SCIENCES: EVOLUTION

OUTLINE
The theory of evolution by natural selection is used to explain the diversity of living things and is supported by a range of scientific evidence. Students investigate the theories of evolution. This will include explaining the process of Natural Selection, evaluating evidence about the evolution of species, including fossil record, chemical and anatomical similarities, and geographical distribution of species. They investigate changes caused by natural selection in a particular population as a result of a specified selection pressure and relate genetic characteristics to survival and reproductive rates.

KEY SKILLS
Concept mapping, research, problem solving, analysis, making inferences, use of digital technologies.

ASSESSMENT
Test, research work, poster, written responses.

RESOURCES
Prescribed textbooks: Pearson Science 9 Student and Activity Books, Science Quest 4, Nature of Biology Book 1 & 2, Life Study, Biology 2, Genetics (Burns), computer simulations, DVDs, worksheets, internet, computer simulations, digital applications, materials and equipment.
YEAR 9 CORE SUBJECTS

**BIOLOGICAL SCIENCES: MICROBIOLOGY**

**OUTLINE**
Students will investigate different types of micro-organisms, disease and decay, and infectious diseases (including the spread and prevention of diseases). The role of antibiotics and the immune system will be explored.

**KEY SKILLS**
Research, concept mapping and visual representation, classifying, problem solving, predicting, experimenting, observation, applying knowledge to everyday situations, scientific report writing.

**ASSESSMENT**
Test, research work, poster, practical work and reports, problem solving activities, written reports, oral presentation, assignment.

**RESOURCES**
Prescribed textbooks: Science Quest 4, Nature of Biology Book 2, Biology 3&4, Biology 2, DVDs, excursion (Yakult factory, Domain Chandon or Carlton Brewery), materials and equipment, internet.

**CHEMICAL SCIENCES**

**OUTLINE**
Students continue to develop their knowledge of chemistry, including atoms and ions, and the characteristics of groups of elements in the Periodic Table, along with the table’s structure. The mass and charge of sub-atomic particles are compared and natural radioactivity is explored. Students investigate factors that affect chemical changes and relate these to everyday situations. The significance of chemical reactions, including combustion and the reactions of acids, in both non-living and living systems is studied. The chemical activity of metals is researched. Students explore the benefit of chemistry to society when producing a range of substances such as pharmaceuticals, fuels and metals. A comparison of respiration and photosynthesis as biological processes is drawn. Energy transfer in terms of exothermic and endothermic reactions and the effect of combustion products on the environment is researched. A practical analytical project is undertaken, and the ability to represent and interpret chemistry through symbols and words is developed.

**KEY SKILLS**
Observation, record-keeping, making inferences, safe laboratory techniques, classification, manipulation, developing hypotheses, experimentation, research, analysis, synthesis, developing a flow chart, processing and analysing data, evaluating, scientific report writing, digital technology use.

**ASSESSMENT**
Test, model, problem solving activities, oral presentation, experimental projects, assignment.

**RESOURCES**
Prescribed textbooks: Pearson Science 10 Student and Activity Books, Science Quest 4, Beginning Science, Chemistry for Year 11, online resources, computer simulations, DVDs, materials and equipment.
EARTH AND SPACE SCIENCES: THE UNIVERSE

OUTLINE
Students consider that the universe contains features including galaxies, stars and solar systems and that the Big Bang theory can be used to explain the origin of the universe. Students identify the evidence supporting the Big Bang theory, such as Edwin Hubble’s observations and the detection of microwave radiation. They learn that the age of the universe can be derived using knowledge of the Big Bang theory and aim to become proficient at describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang.

KEY SKILLS
Modelling, observation, research, concept mapping, problem solving, interpretation, evaluation, scientific report writing, use of digital technologies.

ASSESSMENT
Test, assignment.

RESOURCES
Prescribed textbooks: Pearson Science 10 Student and Activity Books, Science Quest 4, Beginning Science, Chemistry for Year 11, Resource Centre, online resources, computer simulations, DVDs.

PHYSICAL SCIENCES: ENERGY CONSERVATION INCLUDING ELECTRICITY

OUTLINE
Students are familiarised with the Law of Conservation of Energy which explains that total energy is maintained during energy transfer and transformation. They use models to describe how energy is transferred and transformed within systems and recognise that in energy transfer and transformation a variety of processes can occur, so that the usable energy is reduced and the system is not 100% efficient. A comparison of energy changes in interactions such as car crashes, pendulums, lifting and dropping is made. Factors that affect the transfer of energy through an electric circuit are introduced at this year level.

KEY SKILLS
Experimentation, observation and analysis, applying knowledge, evaluation, numerical modelling, modelling, use of digital technologies, report writing.

ASSESSMENT
Topic test, practical work and reports.

RESOURCES
Prescribed textbooks: Pearson Science 10 Student and Activity Books, Science Quest 3 & 4, Resource Centre, digital applications, computer simulations, DVDs, worksheets and notes.
YEAR 9 CORE SUBJECTS

PHYSICAL SCIENCES: MOTION

OUTLINE
Students study inertia, velocity and acceleration, both graphically and using formulae. The effects of different forces in collisions and when driving a car are investigated and analysed. Students are required to apply Newton’s Laws of Motion to everyday phenomena. From this information, the safety features of a car can be understood. The different forces required for flight are also studied.

KEY SKILLS
Safe experiment techniques, collecting and recording data, drawing and interpreting graphs, problem solving, applying knowledge and performing mathematical calculations.

ASSESSMENT
Test, problem solving, experimental reports, notes.

RESOURCES
Prescribed textbooks: Pearson Science 10 Student and Activity Books, Science Quest 4, provided notes, DVDs, experimental and demonstration equipment, digital technologies, internet, computer simulations.

PHYSICAL SCIENCES: WAVES (SOUND AND LIGHT)

OUTLINE
Students explore the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light. Using inquiry skills they study how and why the movement of energy varies according to the medium through which it is transferred; the structure and functions of the mammalian eye and ear are considered. Discussions of wave and particle models are employed to enhance an understanding of aspects of these phenomena. Furthermore, students investigate the transfer of heat in terms of convection, conduction and radiation, identify situations in which each occurs and discuss these phenomena in terms of the particle model.

KEY SKILLS
Spatial awareness, observation, dissection, developing hypotheses, experimentation, research, manipulation of data, analysis, synthesis, processing and analysing data, evaluating, problem solving, manipulation of electrical circuitry, making inferences, scientific report writing, digital technology use, mathematical calculations.

ASSESSMENT
Test, problem solving, experimental reports, notes, assignment.

RESOURCES
EARTH AND SPACE SCIENCES: PLATE TECTONICS

OUTLINE
The theory of plate tectonics is considered to explain global patterns of geological activity and continental movement and students identify the major plates on a world map. Students research and relate the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries and are required to model the sea-floor spreading. They consider the role of heat energy and convection currents in the movement of tectonic plates and relate the extreme age and stability of a large part of the Australian continent to its plate tectonic history.

KEY SKILLS
Observation, record-keeping, making inferences, developing hypotheses, experimentation, research, manipulation of data, analysis, synthesis, processing and analysing data, evaluating, scientific report writing, digital technology use.

ASSESSMENT
Topic test, practical work and reports, presentation of a project.

RESOURCES

PATHWAY
A selection process exists for involvement in the Year 9 Advanced Science curriculum. Assessment data from Year 7 and 8 Science studies, ICAS testing and STS results are used to determine which students are suited to involvement in this course. Students study VCE Biology in Year 10 once the Year 9 Advanced Science curriculum is successfully completed.

HISTORY

Unit Length: Full Year

OUTLINE
In this subject students consider the genesis of the modern era beginning with the Industrial Revolution and examine its impact upon the development of nations such as England and Australia. This includes the nature and extent of the movement of peoples in the period. Students examine the emergence of significant economic, social and political ideas in the period, including nationalism. Students then explore the key features of war and its impact on Australian society between 1914-1945. They will investigate the emergence of civil rights for Indigenous people during the twentieth century.

KEY SKILLS
Research skills, analysis of written and visual primary and secondary sources, evaluating material to use as evidence, extended responses.

ASSESSMENT
Document and graphic exercises, research tasks, extended responses, examination.

RESOURCES
No textbook required. Students use film, documentaries, class sets, the Resource Centre, online resources.
YEAR 9 CORE SUBJECTS

PHYSICAL EDUCATION
Unit Length: Full Year

Students develop the knowledge, skills and behaviour to maintain physical health. Engaging in physical activity contributes to a sense of community and social connectedness which is vital for personal well-being. Through the provision of health knowledge, students develop an understanding of the importance of the stages in human development and factors required to develop a healthy life.

OUTLINE
Students have the opportunity to consolidate their skills in traditional sports such as volleyball and netball. They will also develop their knowledge about a range of non-traditional sports, such as touch football and aerobics. Students will learn rules, strategies and tactics for the sports covered, particularly through game situations.

KEY SKILLS
Catching, throwing, dribbling, striking, fielding, movement, correct technique and timing.

ASSESSMENT
Major skills checklist for each sport.

RESOURCES
Work booklets, DVDs, on-line resources.

LOTE
Unit Length: Full Year

Learning a Language Other Than English (LOTE) contributes to the development of inter-culturally aware citizens through an understanding of languages, culture and humanity. Learning languages promotes and develops reflective, deep and creative thinking.

FRENCH
Unit Length: Full Year

OUTLINE
Students develop their ability to speak, write and understand French through investigating a variety of French regions; their traditions, music, cuisine, landscapes and other aspects of culture which make each region so uniquely different. Students learn how to talk about their hometown, relationships with their family, professions, part-time jobs, and exchange programs.

KEY SKILLS
Speaking, listening, reading, and writing.

ASSESSMENT
Oral presentations, tests, examination.

RESOURCES
Oxford School French Dictionary, Equipe Nouvelle 3 (Student Book and Workbook).
**VISUAL ARTS**

Unit Length: Semester

**OUTLINE**
Students develop their ability to speak, write and understand Indonesian through learning how to order food at an Indonesian restaurant and describing leisure activities, the home and daily chores. This unit also involves becoming a fashion commentator, along with describing fashion trends and the weather.

**KEY SKILLS**
Speaking, listening, reading, and writing.

**ASSESSMENT**
Oral presentations, tests, examination.

**RESOURCES**
Bagus Sekali! 2 Student Book and Workbook.

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**TEXTILES: STITCHERY**

Unit Length: Full Year

**OUTLINE**
In this unit, students will be introduced to textiles-based art making practices. Over the course of the semester, students will collect sources of inspiration and explore ways to develop their original designs and ideas enabling them to create a variety of 2D and 3D textiles-based artworks. Production techniques covered by this unit include: drawn thread, free-machine embroidery, felting, image transfer, printmaking, weaving, beading, applique and collage. Students will be required to maintain visual and written documentation of their progress and conceptual development. Furthermore, through the study of source material, significant artists and art movements, students will form personal opinions about the aesthetics and functionality of textiles-based art objects.

**KEY SKILLS**
On completion of this unit students will be able to:
- Make and present artworks which explore themes, issues and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques and design elements and principles in the production of artworks.
- Analyse and interpret the content, structure and aesthetic qualities of artworks and their role in different historical and/or cultural contexts.

**ASSESSMENT**
Visual Diary including exploratory works and research, folio of two resolved textile artworks, written responses and examination.
VISUAL COMMUNICATION: DESIGNING FOR PUBLICATION

OUTLINE
In this unit, students will be introduced to the art of DIY publishing and ‘Zine making’ (magazine production). Over the course of the semester students will explore and develop a practical awareness of a range of different design and imaging making methods which will enable them to create a variety of image based communications. Production techniques covered by this unit include computer aided design, photography, drawing and printmaking. Students will be required to maintain visual and written documentation of their progress and conceptual development. Furthermore, through the study of source material, significant designers and design movements, students will form personal opinions about the functionality of visual design.

KEY SKILLS
On completion of this unit students should be able to:

- Make and present 2-dimensional artworks which explore themes, issues and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques and design elements and principles in the production of artworks.
- Analyse and interpret the content, structure and aesthetic qualities of visual communications and their role in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary, folio of resolved artworks, written responses and examination.

STUDIO: ILLUSTRATION

OUTLINE
This subject explores a variety of 2-dimensional media as a way of expressing ideas. Learning new techniques in exploring portraiture and the human form is a central idea of this unit. Students learn how to define physical characteristics of people and express personal qualities through different materials. A variety of expressive materials will be explored with a focus on drawing and painting. Students are encouraged to explore and express their own ideas through a design process.

KEY SKILLS
On completion of this unit students should be able to:

- Make and present 2-dimensional artworks which explore themes, issues and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques and design elements and principles in the production of artworks.
- Analyse and interpret the content, structure and aesthetic qualities of visual communications and their role in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary, folio of resolved prints and paintings, written responses and examination.
STUDIO: SCULPTURE

OUTLINE
In this unit students will produce functional 3-dimensional art objects. As a means of self-expression, students will work through a design process and develop a practical awareness of a range of different design and sculptural production methods. Techniques covered by this unit include ceramics, assemblage and drawing. Students will be required to maintain visual and written documentation of their conceptual and practical development. Through the study of source material, significant artists and design movements, students will form personal opinions about sculptures and functional art objects.

KEY SKILLS
On completion of this unit students should be able to:
- Make and present a functional 3-dimensional art object, which addresses themes, issues and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques and art elements and principles in the production of artworks.
- Analyse and interpret the content, structure and aesthetic qualities of visual communications and their role in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary, folio of functional 3-dimensional art objects, written responses and examination.

PERFORMING ARTS

Unit Length: Semester

The arts engage students in critical and creative thinking, helping them understand themselves and the world. The arts play a critical role in all societies, and encourage the exploration of a broad range of ideas. Two key areas frame arts based learning – creating and making, and exploring and responding. The study of drama focuses on creation, performance and analysis of characters, narratives and stories.

WRITING FOR THE SCREEN

OUTLINE
This unit is an introduction to the art of screenwriting, focusing on the development of a story or theme into a screenplay. Students examine different genres and styles through reading scripts and watching productions produced for the movie screen, television and interactive media. They examine screen production techniques to understand the process of interpreting script to screen. Students explore storytelling, character development and screenwriting techniques while taking ideas through the stages from idea to finished and formatted script. It is planned that the ‘Writing for the Screen Students’ will collaborate on creating a playscript that will be produced and filmed by the ‘Acting for the Screen Students’ in Semester 2.

KEY SKILLS
Writing techniques to shape scripts, characters and narratives; applying dramatic process in the development of playscripts; documentation, research and interpretation; understanding of approaches to different screen genres and styles; analytical evaluation of writing.

ASSESSMENT
Demonstration of screenwriting techniques, analysis and evaluation of playscript writing assignments through multiple drafts.
YEAR 9 ELECTIVES

ACTING FOR THE SCREEN

OUTLINE
This unit focuses on the development of skills required to produce believable and engaging performances on screen. Students examine acting styles and techniques through observing and analysing performances on screen. They learn to interpret scripts and develop characters through research and rehearsal. Students develop their expressive skills and learn to adapt performances to comply with directions. They learn to creatively evaluate their own and their classmates’ performances to camera. It is planned that the 'Acting for the Screen Students' will rehearse, produce and record a short film from a playscript produced by the 'Writing for the Screen Students' in Semester 1.

KEY SKILLS
Creating, sustaining and developing characters; interpreting scripts; developing expressive skills and understanding film conventions and techniques; analytical evaluation of performances.

ASSESSMENT
Demonstration of acting and rehearsal techniques, performance assessment, written exam.

MUSIC PERFORMANCE

OUTLINE
This subject explores music performance for singers and instrumentalists. All styles of music and any level of achievement are catered for. Students will prepare different types of performances including live music in class, public concerts, studio recordings and video performing. Students will also study performances of some of the world’s leading musicians.

KEY SKILLS
Live performance preparation and presentation; studio recording techniques; learning to deal with performance anxiety; memorisation skills; improving sight reading; using the Mac Lab for creation of play-along tracks; recording accompaniments; effective practice techniques.

ASSESSMENT
Ongoing performance assessment, preparation, participation and a final public performance.

MUSIC COMPOSITION AND SONG WRITING

OUTLINE
The subject explores the creation of new music including songwriting and instrumental composition. All styles of music and any level of achievement are catered for. Students will study writing lyrics, composing for individual instruments and have the opportunity to have their work performed and recorded. Creation of music using software including GarageBand will be explored. The subject also investigates modern distribution and promotional methods that allow new music to be discovered.

KEY SKILLS
Writing lyrics; studying the unique aspects of different instruments; recording new compositions; promotion and distribution of new music.

ASSESSMENT
Ongoing composition folio assessment, preparation, participation and a final composition exam.
**COMMERCE**

Unit Length: Semester

**DOLLARS AND SENSE**

OUTLINE
Students explore the world of money and investments. What is money, where does it come from, how do we make it, and just as importantly, how do we keep it? Topics include budgeting, currency, the share market and property.

KEY SKILLS
Budgeting, decision making, planning for long term investing, evaluation of the share market and property market, income tax calculations.

ASSESSMENT
Tests, assignment, share market report and the final examination.

RESOURCES
Resources provided by the classroom teacher, guest speakers, textbook.

**MIND YOUR OWN BUSINESS**

OUTLINE
This subject examines how to establish a new business and list it on the stock exchange. Students will create their own business and elect to run the company as a management team. They look at how the business will react to the issues that confront management throughout the life of the business, develop an idea for a product/service, market, advertise, hire and fire employees, and take responsibility for decision making. This subject includes input from local business leaders.

KEY SKILLS
Decision making, research, presenting and analysis of information.

ASSESSMENT
Success of the product/service, tests, research and analysis task, examination.

RESOURCES
Class sets, online resources, Resource Centre, audiovisual material, local business.

**HUMANITIES**

Unit Length: Semester

**PEOPLE AND THE PLANET**

OUTLINE
What are some of the major geographical issues facing the world in 2014? How can they be addressed at the global, national and local scales? This elective enables students to broaden their geographical knowledge of the world through a study of two key topics: Environmental Management and Human Wellbeing. In the first topic students examine the key issues facing the world’s ocean resources and coastal environments. A fieldtrip to Sandringham harbour enables students to address coastal management issues at a local level. In examining the theme of human wellbeing, a range of current case studies from Africa, Asia and America are investigated, such as: refugee movement; food security; water and sanitation; child labour; literacy rates for women in developing countries; diseases such as malaria and AIDS; and land mine clearing in Cambodia.

KEY SKILLS
Research, presenting and interpreting data such as maps and graphs, conducting fieldwork.

ASSESSMENT
Research task, fieldwork report, data presentation and analysis tasks, examination.

RESOURCES
Atlas, class sets, online resources, Resource Centre, audio visual material, fieldwork site.
YEAR 9 ELECTIVES

SCIENCE

Unit Length: Semester

CRIMINAL FORENSICS

OUTLINE
Students explore the work of a forensic scientist, learn how scientific evidence utilising psychology, biology, chemistry, physics and mathematics is gathered, and are given the opportunity to use forensic techniques in the classroom. The legal process is introduced using real crimes as case studies.

KEY SKILLS
To gather data, think critically and logically about evidence, construct and analyse alternative explanations, communicate scientific arguments.

ASSESSMENT
Topic tests, practical work, extended project, worksheets, examination.

RESOURCES
David Owen, Hidden Evidence, Work Booklets, Computer programs, DVDs, internet, guest speakers, online resources.

HEALTH AND PHYSICAL EDUCATION

Unit Length: Semester

FOOD FOR THOUGHT

OUTLINE
This unit will focus on nutritional requirements for optimal health and good food sources. Students learn about a range of nutrients, with particular focus on the function of these nutrients. They will also investigate potential risk factors associated with having a dietary imbalance. Students will explore healthy food options by developing menus for a range of groups based on their nutritional needs, and will be involved in practical cooking tasks.

KEY SKILLS
Collect, analyse and interpret data relating to nutritional requirements for optimal health; communicate health and development information; identify the nutrient content in a range of foods; identify potential risk and protective factors for some of the National Health Priority Areas.

ASSESSMENT
Tests, assignments, examination.

RESOURCES
Work booklets, DVDs, on-line resources.
ENGLISH

OUTLINE
The English curriculum is built around the three interrelated strands of:

Language - knowing about the English language
Literature - understanding, appreciating, responding to, analysing and creating literature, and
Literacy - expanding the repertoire of English usage, in both written and oral form.

Each area of study in Year 10 integrates and implements the development of skills in the above 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 revise and strengthen these as needed.

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

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indices and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

For more information please see: www.australiancurriculum.edu.au/English/Curriculum/F-10#level=10
YEAR 10 CORE SUBJECTS

ENGLISH: SPECIFIC AREAS OF STUDY IN YEAR 10

Unit Length: Semester

SHAKESPEARE

OUTLINE
Students build on their knowledge of Shakespearean theatre, with a study of a play. In addition to the understanding of Elizabethan drama introduced in Year 9, they acquire a more complex understanding of literary technique and language features as presented in the comedy Twelfth Night. They identify, explain and discuss how narrative viewpoint, structure, characterisation and devices, including analogy and satire, shape different interpretations and responses. They identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create their own performance of a selected scene.

ASSESSMENT
Passage analyses, essays and group performance.

FILM STUDY

OUTLINE
A single Australian film or two contrasting films enable students to explore life in various contexts, specifically how people, cultures, places and concepts are represented through language, structural and visual choices. Students make comparisons and evaluate representations of individuals and groups in different historical, social and cultural contexts. They identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences. Students also refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.

ASSESSMENT
Reading a novel and viewing a film, analysis of filmic techniques, discussion of findings orally and in essay form, and writing of review using appropriate language.

PUBLIC SPEAKING

OUTLINE
The Elizabeth M. Butt Public Speaking Competition begins in Term 2 and the finals are held in Term 3. In Year 10, students create a speech based on an interpretation of a selected quotation. The competition promotes the development of polished oratory skills, as well as poise and confidence when speaking to an audience. Students refine their skills in planning and editing, specifically in structuring a spoken text to create a particular perspective and effect on an audience. In this task, and in other formal presentations such as text-related speeches, they develop proficiency in using voice and language conventions to present a point of view, speaking clearly and coherently, using logic, imagery and rhetorical devices.

ASSESSMENT
Elizabeth M Butt oratory, formal text presentations, verbal participation in class.

NOVEL STUDIES

OUTLINE
Students study two novels for different purposes, both specially selected for the specific cultural context in which they were written, and valued for having enduring relevance and artistic value. Students begin with To Kill a Mockingbird and explore the social, moral and ethical positions taken by the characters within an authentic historical setting. The novella Animal Farm is later studied as an introduction to the theme of ‘Equality’, and is a thematic exploration designed to introduce students to Area of Study Two (Context) skills in VCE.

ASSESSMENT
Elizabeth M Butt oratory, formal text presentations, verbal participation in class.
MEDIA AND PERSUASIVE LANGUAGE

OUTLINE
Students engage in various studies of persuasive language in the mass media and advertising, in order to investigate the use of English to influence the reader. Students are encouraged to become aware of such language and become more astute, critical thinkers. They are similarly taught to appreciate the persuasive and political dimensions of visual language, such as cartoons, photography and illustrations. Students also use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

ASSESSMENT
Written and oral analyses of authentic media and advertising material; creation of similar material in written form.

MATHEMATICS

Unit Length: Full Year

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including the use of the Casio Classpad 400 calculator, is utilised where appropriate. Students follow the course described by the Australian Curriculum - Year10/10A.

For further information please see: www.ausvels.vcaa.vic.edu.au/

OUTLINE
The ability to solve linear equations and to graph linear functions is consolidated. Ideas of expansion and factorisation are extended and quadratic equations, including those with irrational roots, are solved. In trigonometry, students discover and prove identities and are introduced to the unit circle. The study of graphs is extended by the introduction of quadratic and exponential functions and statistics, with an emphasis on continuous data and measures of spread. Fractional indices, the application of matrices to mathematical situations, and ideas concerning conditional probability are all introduced.

KEY SKILLS
Knowledge, application and understanding of basic facts in routine and non-routine problems, communicating mathematical understanding, using a Casio Class Pad 400 calculator appropriately and efficiently.

ASSESSMENT
Application and analysis tasks, topic tests, examinations.

RESOURCES
Essential Mathematics for the Australian Curriculum, Year 10, D. Greenwood, Cambridge, Casio Class Pad 400 calculator, worksheets.

VCE UNIT 1 & 2 MATHEMATICAL METHODS (CAS)

Refer to Fintona VCE Handbook.
YEAR 10 CORE SUBJECTS

VCE UNIT 1 & 2 FOUNDATION MATHEMATICS

Unit Length: Full Year

OUTLINE

Space, Shape and Design: This area of study covers the geometric properties of lines and curves, shapes and solids and their graphical and diagrammatic representations. Consideration of scale, and labelling and drawing conventions enables students to interpret domestic, industrial and commercial plans and diagrams.

Patterns and Number: Students practise basic number operations and are familiar with the representation of patterns in number in different forms. Consideration of approximation strategies and standard calculations enable students to obtain estimates and exact values in a variety of common contexts. They encounter practical problems containing decimal fractions, fractions and percentages, make decisions about money and time in problems of familiar situations. They explore simple rates in practical contexts such as average speed for a journey, wages for hours worked and apply approximation strategies to achieve, for example, estimates of materials to be ordered, travelling time, conversions between units. They use formulas to obtain required information in specific contexts (such as the cost of a taxi fare or the capacity of a swimming pool) and use simple symbolic expressions to represent patterns in number and formulas related to practical applications.

Handling Data: Students study the common features, conventions and basic terminology used when interpreting and preparing information in graphical or tabular form. This involves the interpretation and use of graphs, graphics and tables, including flow charts, timetables, maps and plans. Students use common methods of presenting data, including simple frequency tables, simple graphs, for example bar and line graphs and pie graphs. Problems involve the use and interpretation of average (mean, median and mode) and range of a set of data in practical situations and in the media. Students compare univariate data sets by referring to summary statistics and the shape of their displays. Students evaluate the use of statistics in the media.

KEY SKILLS

Knowledge and understanding of basic facts, including measurement, estimation and calculation, identification of how mathematics can be used in everyday life, communication of mathematical ideas, use of technology to illustrate mathematical ideas.

ASSESSMENT

Application and analysis tasks, topic tests, examinations.

RESOURCES

Maths Quest VCE Foundation Mathematics, Jacaranda, Casio Class Pad 330 calculator, worksheets.
MATHEMATICS PATHWAYS

VCE Units 1 & 2 Foundation Mathematics

In this course there is a strong emphasis on using mathematics in practical contexts which relate to everyday life as well as the needs and interests of the students. Students entering this course are unable to complete Mathematical Methods (CAS) in Years 11 and 12. Eligibility criteria apply.
BIOLOGICAL SCIENCES: EVOLUTION

OUTLINE
The theory of evolution by natural selection is considered to explain the diversity of living things and is supported by a range of scientific evidence. Students investigate the theories of evolution. This will include explaining the process of Natural Selection, evaluating evidence about the evolution of species, including fossil record, chemical and anatomical similarities, and geographical distribution of species. They investigate changes caused by natural selection in a particular population as a result of a specified selection pressure and relate genetic characteristics to survival and reproductive rates.

KEY SKILLS
Concept mapping, research, problem solving, analysis, making inferences, use of digital technologies.

ASSESSMENT
Test, research work, poster, written responses.

RESOURCES
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 4, Nature of Biology Book 1 & 2, Life Study, Biology 2, Genetics (Burns), guest speaker (Thalassemia Society), computer simulations, DVDs, worksheets, digital applications, internet, computer simulations, materials and equipment.

BIOLOGICAL SCIENCES: GENETICS

OUTLINE
Students explore the genetic basis of heritance. This will involve comparing processes and outcomes, predicting offspring, and explaining pedigrees. First and second-hand data will be evaluated. Mutations such as changes in DNA or chromosomes and the factors that contribute to causing mutations are described.

KEY SKILLS
Observation, interpretation, evaluation, research, problem solving, application of knowledge to everyday situations, use of digital technologies.

ASSESSMENT
Test, chapter questions, practical work and reports, problem solving, written responses, oral presentation, assignment.

RESOURCES
CHEMICAL SCIENCES

OUTLINE
Students continue to develop their knowledge of chemistry, including atoms and ions, and the characteristics of groups of elements in the Periodic Table, along with the table’s structure. The chemical activity of metals is researched. Students explore the benefit of chemistry to society when producing a range of substances such as pharmaceuticals, fuels and metals. They investigate the effect of a range of factors, such as temperature and catalysts, on the rate of chemical reactions. The ability to represent and interpret chemistry through symbols and words is developed.

KEY SKILLS
Modelling, experimentation, research, flow charts, concept mapping, problem solving, record keeping, scientific report writing, observation, interpretation and evaluation, use of digital technologies.

ASSESSMENT
Test, model, problem solving activities, oral presentation, experimental projects, assignment.

RESOURCES
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 4, Beginning Science, Chemistry for Year 11, online resources, computer simulations, DVDs, materials and equipment.

BIOLOGICAL SCIENCES: SCIENCE: MICROBIOLOGY

OUTLINE
Students will investigate the different types of micro-organisms, disease and decay, and infectious diseases (including the spread and prevention of diseases). The role of antibiotics and the immune system will be explored.

KEY SKILLS
Research, concept mapping and visual representation, classifying, problem solving, predicting, experimenting, observation, applying knowledge to everyday situations, scientific report writing.

ASSESSMENT
Test, research work, poster, practical work and reports, problem solving activities, written reports, oral presentation, assignment.

RESOURCES
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 4, Nature of Biology Book 2, Biology 3&4, Biology 2, DVDs, excursion (Yakult factory or Domain Chandon or Carlton Brewery), materials and equipment, internet.
YEAR 10 CORE SUBJECTS

**EARTH AND SPACE SCIENCES: EVOLUTION OF THE UNIVERSE**

**OUTLINE**
The students consider that the universe contains features including galaxies, stars and solar systems and that the Big Bang theory can be used to explain the origin of the universe. Students identify the evidence supporting the Big Bang theory, such as Edwin Hubble’s observations and the detection of microwave radiation. They learn that the age of the universe can be derived using knowledge of the Big Bang theory and aim to become proficient at describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang.

**KEY SKILLS**
Modelling, observation, research, concept mapping, problem solving, interpretation, evaluation, scientific report writing, use of digital technologies.

**ASSESSMENT**
Test, assignment.

**RESOURCES**
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 4, Beginning Science, Chemistry for Year 11, Resource Centre, online resources, computer simulations, DVDs.

**EARTH AND SPACE SCIENCES: GLOBAL SYSTEMS**

**OUTLINE**
Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Students investigate how human activity affects global systems. They are required to model one of the biogeochemical cycles, such as water, carbon, nitrogen or phosphorus cycle within the biosphere. Climate change and the effect on sea levels and long-term effect of biodiversity loss are considered. Current changes to permafrost and sea ice and the impacts of these changes are debated. Students are required to explain the causes and effects of the greenhouse effect. The factors that drive deep ocean currents, their role in regulating global climate and their effects on marine life are researched.

**KEY SKILLS**
Modelling, observation, research, concept mapping, problem solving, interpretation, evaluation, scientific report writing, use of digital technologies.

**ASSESSMENT**
Test, assignment.

**RESOURCES**
PHYSICAL SCIENCES: ELECTRICITY

OUTLINE
Students construct series and parallel circuits and explore the function of different electrical and electronic components. Current, voltage, resistance and power are defined. Calculations involving these quantities are performed using Ohm's Law and the power formula. Examples of household electricity use and electricity bills are considered which inform ways to conserve electrical energy. Students learn about electrical safety and the effects of electric shocks. Electromagnets and the links between electricity and magnetism are studied.

KEY SKILLS
Experimentation (including the use of digital multimeters), observation and analysis, numerical modelling.

ASSESSMENT
Topic test, practical work and reports.

RESOURCES
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 4, provided notes, DVDs, experimental and demonstration equipment, digital technologies, internet, computer simulations.

PHYSICAL SCIENCES: ENERGY CONSERVATION

OUTLINE
Students are familiarised with the Law of Conservation of Energy which explains that total energy is maintained in energy transfer and transformation. They use models to describe how energy is transferred and transformed within systems and recognise that in energy transfer and transformation, a variety of processes can occur, so that the usable energy is reduced and the system is not 100% efficient. A comparison of energy changes in interactions such as car crashes, pendulums, lifting and dropping is made.

KEY SKILLS
Experimentation, observation and analysis, applying knowledge, evaluation, numerical modelling, modelling, use of digital technologies, report writing.

ASSESSMENT
Topic test, practical work and reports.

RESOURCES
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 3 & 4, Resource Centre, digital applications, computer simulations, DVDs, worksheets and notes.
YEAR 10 CORE SUBJECTS

PHYSICAL EDUCATION

OUTLINE
Students are provided with the opportunity to experience a variety of team games and movement activities. They participate in skills sessions, game situations and competitions to gain an understanding of correct technique, rules and tactics. Students experience a range of coaching clinics and recreational activities; these include indoor cricket, fitness circuits, dance, self-defence and lacrosse. During the unit they are also required to create their own unique and original game. Students develop the game, create rules and then teach it to their peers.

KEY SKILLS
Catching, throwing, striking, fielding, co-ordination, timing to music, teamwork, fair play, sportsmanship and sports administration.

ASSESSMENT
Active participation, skills checklist, group assessment.

RESOURCES
Work booklets, DVDs, on-line resources.

PHYSICAL SCIENCES: MOTION

OUTLINE
Students study inertia, velocity and acceleration, both graphically and using formulae. The effects of different forces in collisions and when driving a car are investigated and analysed. Students are required to apply Newton’s Laws of Motion to everyday phenomena. From this information, the safety features of a car can be understood. The concepts of power, work and energy transformations in motion are studied so that students can distinguish between the scientific definitions of these terms and their colloquial use. The formulae connecting these concepts are applied to energy changes in interactions and the rate at which these changes occur.

KEY SKILLS
Safe experiment techniques, collecting and recording data, drawing and interpreting graphs, problem solving, applying knowledge and performing mathematical calculations.

ASSESSMENT
Topic test, practical work and reports, assignment, examination.

RESOURCES
Prescribed textbooks: Pearson 10 Student and Activity Books, Science Quest 4, provided notes, DVDs, experimental and demonstration equipment, digital technologies, internet, computer simulations.
YEAR 10 ELECTIVES

LOTE

FRENCH

Unit Length: Full Year

OUTLINE
Students develop their ability to speak, write and understand French through exploring France and the French speaking world. Students are involved in a range of activities, dealing with diverse topics including leisure activities, health and fitness, holidays, jobs, shopping and fashion.

KEY SKILLS
Speaking, listening, reading, and writing.

ASSESSMENT
Oral presentations, tests, examination.

RESOURCES
Oxford School French Dictionary (retain from Year 9), Equipe Dynamique – Higher (Student Book and Workbook)

INDONESIAN

Unit Length: Full Year

OUTLINE
Students develop their ability to speak, write and understand Indonesian through visiting the zoo and writing a report on the elephant village, which reflects the diversity of Indonesian wildlife. Students also explore the streets of Indonesia as a tourist, recognising key landmarks and then talking with their friends about the holiday.

KEY SKILLS
Speaking, listening, reading, and writing.

ASSESSMENT
Oral presentations, tests, examination.

RESOURCES
Bagus Sekali! 2 Student Book and Workbook (retain from Year 9).

JAPANESE

Unit Length: Full Year

OUTLINE
Students develop their ability to speak, write and understand Japanese through investigating popular professional sports, personality traits, teenage interests, high tech Japan, popular trends, tourist resorts around Japan and Hiroshima.

KEY SKILLS
Speaking, listening, reading, and writing.

ASSESSMENT
Oral presentations, tests, examination.

RESOURCES
Ima! 2 Student Text and Workbook (retain from Year 9); Hai Ima! Textbook and Workbook.

In addition to the prescribed textbooks listed, CDs, videos, DVDs, worksheets, workshops, outside performances, etc. are used in LOTE subjects at Years 9 and 10.

NOTE

Language studies are sequential by nature; therefore, students are required to complete a full year of study in both Year 9 and Year 10 to establish the necessary skills to undertake a VCE language.

VISUAL ARTS

Unit Length: Semester

STUDIO: PAINTING AND PRINTMAKING

OUTLINE
This subject explores the idea of defining 3-dimensional form through a range of 2-dimensional media. Students explore techniques in observation of still life and constructed objects in a wide range of media. Painting and printmaking techniques are explored to create a basis for the final work. There are opportunities to develop a wide range of skills in both traditional and new media and the structure is designed to be flexible enough to develop and encourage personal choice in the development of practical work. There is an emphasis on developing personal statements and style.

KEY SKILLS
On completion of this unit students should be able to:
- Make and present 2-dimensional artworks which explore themes, issues and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques and design elements and principles in the production of artworks.
- Analyse and interpret the content, structure and aesthetic qualities of visual communications and their role in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary, folio of resolved prints and paintings, written responses and examination.

PHOTOGRAPHY

OUTLINE
In this unit students will be introduced to the techniques and processes of darkroom photography. Over the course of the semester students will learn how to take photographs using a 35mm SLR camera, process film and develop black and white prints in the darkroom. Students will be required to maintain visual and written documentation of their progress and conceptual development. Furthermore, through the study of source material, significant artists and art movements, students will form personal opinions about the ways in which artists undertake artistic practices, employ techniques and processes, and develop aesthetic qualities and styles in their artworks.

KEY SKILLS
On completion of this unit students should be able to:
- Make and present photographs which explore themes, issues and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques and design elements and principles in the production of photographic artworks.
- Analyse and interpret the content, structure and aesthetic qualities of artworks and their role in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary including exploratory works and research, folio of mounted photographic images, written responses and examination.
TEXTILES: FASHION

OUTLINE
In this unit students will be introduced to textile design and garment construction practices. Over the course of the semester students will respond to the visual communication needs of a fictitious client. In doing so, they will develop a practical awareness of a range of different design and production methods. Production techniques covered by this unit include: traditional Shibori dye techniques, screen-printing, and pattern-based garment construction. Students will be required to maintain visual and written documentation of their conceptual and practical development. Furthermore, through the study of source material, significant designers and design movements students will form personal opinions about the aesthetics and functionality of the fashion industry.

KEY SKILLS
On completion of this unit students should be able to:
- Make and present textiles which explore art elements, design trends and ideas in chosen styles and forms.
- Appropriately explore a range of materials, techniques, and design elements and principles in the production of a garment/s.
- Analyse and interpret the structure of garments and fashion trends and the role of the designer in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary including research, illustrations and exploratory trials, a ready-to-wear garment/s, written responses and examination.

VISUAL COMMUNICATION: DESIGN IN PRACTICE

OUTLINE
In this unit students will be introduced to visual communication and design. Over the course of the semester students will respond to the visual communication needs of a fictitious client. In doing so, they will develop a practical awareness of a range of design and production methods. Production techniques covered by this unit include computer aided design, illustration and photography. Students will be required to maintain visual and written documentation of their conceptual and practical development. Furthermore, through the study of source material, significant designers and design movements students will form personal opinions about the functionality of visual design.

KEY SKILLS
On completion of this unit students should be able to:
- Make and present a visual communication that meets the needs of a work brief.
- Appropriately explore a range of materials, techniques and design elements and principles in the production of artworks.
- Analyse and interpret the content, structure and aesthetic qualities of visual communications and their role in different historical and/or cultural contexts.

ASSESSMENT
Visual Diary, folio of resolved artworks, written responses and examination.
**PERFORMING ARTS**

Unit Length: Semester

The arts engage students in critical and creative thinking, helping them understand themselves and the world. The arts play a critical role in all societies, and encourage the exploration of a broad range of ideas. Two key areas frame arts based learning – creating and making, and exploring and responding. The study of drama focuses on creation, performance and analysis of characters, narratives and stories.

**WRITING FOR THE SCREEN**

OUTLINE

This unit is an introduction to the art of screenwriting, focusing on the development of a story or theme into a screenplay. Students examine different genres and styles through reading scripts and watching productions produced for the movie screen, television and interactive media. They examine screen production techniques to understand the process of interpreting script to screen. Students explore storytelling, character development and screenwriting techniques while taking ideas through the stages from idea to finished and formatted script. It is planned that the ‘Writing for the Screen Students’ will collaborate on creating a playscript that will be produced and filmed by the ‘Acting for the Screen Students’, Semester 2.

**KEY SKILLS**

Writing techniques to shape scripts, characters and narratives; applying dramatic process in the development of playscripts; documentation, research and interpretation; understanding of approaches to different screen genres and styles; analytical evaluation of writing.

**ASSESSMENT**

Demonstration of screenwriting techniques, analysis and evaluation of playscript writing assignments through multiple drafts.

**ACTING FOR THE SCREEN**

OUTLINE

This unit focuses on the development of skills required to produce believable and engaging performances on screen. Students examine acting styles and techniques through observing and analysing performances on screen. They learn to interpret scripts and develop characters through research and rehearsal. Students develop their expressive skills and learn to adapt performances to comply with directions. They learn to creatively evaluate their own and their classmates’ performances to camera. It is planned that the ‘Acting for the Screen Students’ will rehearse, produce and record a short film from a playscript produced by the ‘Writing for the Screen Students’ in Semester 1.

**KEY SKILLS**

Creating, sustaining and developing characters; interpreting scripts; developing expressive skills and understanding film conventions and techniques; analytical evaluation of performances.

**ASSESSMENT**

Demonstration of acting and rehearsal techniques, performance assessment, written exam.

**PATHWAY**

Year 10 students electing to study ‘Writing for the Screen’ and or ‘Acting for the Screen’ can count each study as VCE Unit 1 and Unit 2 Drama respectively.
## MUSIC COMPOSITION AND SONG WRITING

**OUTLINE**
The subject explores the creation of new music including songwriting and instrumental composition. All styles of music and any level of achievement are catered for. Students will study writing lyrics, composing for individual instruments and have the opportunity to have their work performed and recorded. Creation of music using software including GarageBand will be explored. The subject also investigates modern distribution and promotional methods that allow new music to be discovered.

**KEY SKILLS**
Writing lyrics; studying the unique aspects of different instruments; recording new compositions; promotion and distribution of new music.

**ASSESSMENT**
Ongoing composition folio assessment, preparation, participation and a final composition exam.

## MUSIC PERFORMANCE

**OUTLINE**
This subject explores music performance for singers and instrumentalists. All styles of music and any level of achievement are catered for. Students will prepare different types of performances including live music in class, public concerts, studio recordings and video performing. Students will also study performances of some of the world’s leading musicians.

**KEY SKILLS**
Live performance preparation and presentation; studio recording techniques; learning to deal with performance anxiety; memorisation skills; improving sight reading; using the Mac Lab for creation of play-along tracks; recording accompaniments; effective practice techniques.

**ASSESSMENT**
Ongoing performance assessment, preparation, participation and a final public performance.
YEAR 10 ELECTIVES

COMMERCE

Unit Length: Semester

MONEY MAKES THE WORLD GO AROUND

OUTLINE
Students learn the impact of global poverty and globalisation and offer solutions to these problems. How do we interact with our worldwide neighbours and trade with third world countries to help solve their problems. We look at creating a balance between economic growth and saving the planet, and discuss the economic issue of supply and demand.

KEY SKILLS
Research and analyse data from countries around the world, understand and evaluate the importance of trade and its impact.

ASSESSMENT
Tests, assignments, research tasks, examination.

RESOURCES
Teacher generated, online, guest speakers, film, textbook.

BUSINESS ACCOUNTING

OUTLINE
Students will learn to record and report accounting transactions for a small business. They will develop an understanding of the decision making process and how they can improve a business through analysis of these accounting reports. Students will develop an understanding of how the use of accounting reports can benefit both the owner and manager of a small business, and how this can translate into increased success for the owner and the business itself.

KEY SKILLS
Recording transactions into journals and ledgers, preparing reports for profit cash flow and the financial position of the small business.

ASSESSMENT
A range of tests, examination.

RESOURCES
Class exercises developed by the teacher, textbook.

PATHWAY
Some students may be eligible to move from Year 10 Business Accounting to VCE Units 3 & 4 Accounting. This decision will be made by the Year 10 Business Accounting teacher, and will be based on work completed.
**POLITICS**

**OUTLINE**
The course aims to provide valuable information about politics, focusing on Australia’s political system so we can be active and informed citizens who question and influence the political decisions that affect us all. Students learn about different forms of Government such as Democracy, Fascism and Communism, followed by an examination of the development of Australia’s political system. We then look at the structure of Australia’s parliamentary system: the House of Representatives, the Senate and the Governor General and the process by which laws are made. The course examines Australia’s political parties and the voting systems that elect them.

A major part of the course involves keeping up to date with current issues in the media, culminating in an in-depth study of a political issue relevant to young people today and developing ways in which to deal with this area of concern.

**KEY SKILLS**
Research and analytical skills, note taking, presentation and analysis of information, problem solving.

**ASSESSMENT**
Research assignments, tests, the co-ordination of a school based election, document analysis, examination.

**RESOURCES**
Newspapers and other forms of media, online parliamentary resources and websites, class handouts.

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**JAILED, BAILED AND CURTAILED**

**OUTLINE**
The course aims to provide valuable information about the Australian legal system, focusing on the structure of the Westminster system, the Court hierarchy and an introduction to the system of civil and criminal law. Students will appreciate the difference between rules and laws, the function of a jury, the process of bringing legal proceedings and the process by which laws are made.

A major part of the course involves keeping up to date with current issues in the media, culminating in an in-depth study of a legal issue relevant to young people today and developing ways in which to deal with this area of concern.

**KEY SKILLS**
Research and analytical skills, note taking, presentation and analysis of information, problem solving.

**ASSESSMENT**
Research assignments, tests, the co-ordination of a Jury, role play, document analysis, examination.

**RESOURCES**
Newspapers and other forms of media, online legal and parliamentary resources and websites, class handouts.
YEAR 10 ELECTIVES

HUMANITIES

Unit Length: Semester

CHINA RISING

OUTLINE
This history elective examines key features of Chinese history during the 19th and 20th centuries. The central questions are: how and why did China evolve from a traditional imperial society to a communist superpower in the second half of the 20th century? It includes analysis of the influence of the west on China and the Opium Wars, the Revolution of 1911, war with Japan, civil war between the nationalists and communists, the establishment of a communist regime, the Cultural Revolution and development of China as an economic superpower.

KEY SKILLS
Research skills, analysis of written and visual primary and secondary sources, evaluating material to use as evidence, extended responses.

ASSESSMENT
Document and graphic exercises, research tasks, extended responses, examination.

RESOURCES
No textbook required. Students use film, DVDs, class sets, the Resource Centre, online resources.

7 BILLION AND COUNTING

OUTLINE
The world’s population has reached 7 billion. This geography elective examines a number of important questions concerning global population growth. Why is India’s population growing while the populations of Japan and Italy are falling? How will these changes affect the quality of life for people in these countries in the future? What pressures will the growing population place on the natural environment? Closer to home, we also examine what is being done to plan for Melbourne’s future growth. You will also have the opportunity to participate in a fieldwork trip and further develop your skills in geographical investigation.

KEY SKILLS
Research, presenting and interpreting data such as maps and graphs, conducting fieldwork.

ASSESSMENT
Research, fieldwork report, data presentation and analysis tasks, examination.

RESOURCES
Atlas, class sets, online resources, Resource Centre, audio visual material, fieldwork site.
### PHILOSOPHY

**OUTLINE**
How should I live? What is a good life? What is fate? What is truth? Students examine life’s important questions, and are introduced to the philosophical ancestry of western culture. Through film, artwork, documentary and a classroom text, students are introduced to and explore the historical significance of key thinkers from Socrates and Epicurus, to Montaigne, Nietzsche and contemporary Australian philosophers such as Peter Singer. They apply the ideas of philosophy to the dilemmas and practicalities of modern existence. Students also study the roles of faith and reason in creating our understanding of the world.

**KEY SKILLS**
Conceptual understanding, analysis, application of philosophical arguments to practical life.

**ASSESSMENT**
Research, oral presentations, classroom participation, examination.

**RESOURCES**
Alain de Botton, *The Consolation of Philosophy*, selected readings, film and art references.

### SCIENCE

**Unit Length: Semester**

### PSYCHOLOGY

**OUTLINE**
Students will develop an understanding of themselves and their relationship with others and their society through the study of this unit. Human behaviour will be explored from biological, cognitive and social perspectives. Students will examine and apply the ethical principles of scientific research by examining significant psychological case studies and by designing and conducting their own research. The interaction between hereditary and environmental factors (‘nature versus nurture’) in influencing psychological development is evaluated and the nature and incidence of mental illness in the population is discussed.

**KEY SKILLS**
Developing hypotheses, conducting psychological research, thinking critically, concept mapping and visual representations, applying knowledge to everyday situations.

**ASSESSMENT**
Topic tests, practical work, research reports, extended investigation, examination.

**RESOURCES**
Computer programs, DVDs, internet, books pertaining to psychology, guest speakers.

### ETHICS

**OUTLINE**
How do I live a good life? What are my rights and responsibilities? How do I decide what is good and bad when making a moral decision? In this course, students are introduced to the meaning of ethics, and what it means to live responsibly. They explore aspects of personal morality and what this means in our daily, social interactions. Students ask whether such a thing as universal, moral absolutes exist. The course also explores ethical principles within specific contexts, including the law, medicine, the press, and sport. Students examine whether it is ever acceptable to lie, and whether there is a code of ethics that applies to war. They also watch and analyse the concerns of a feature film that depicts a critical moral dilemma.

**ASSESSMENT**
Journal exercises, oral presentation, essay and examination.
### YEAR 10 ELECTIVES

#### HEALTH AND PHYSICAL EDUCATION

Unit Length: Semester

#### SPORTS SCIENCE

**OUTLINE**
Students will explore the human body systems that are most relied upon during physical activity. They will focus on motor development, particularly of gross motor skills. Students will discover the biomechanics of sporting movements, and the technological advancements in sport that come from our understanding of biomechanical principals.

**KEY SKILLS**
Use correct terminology to describe the role of the body systems at rest and when undertaking physical activity; observe how the body moves during physical activity; identify and discuss the range of effects that physical activity has on the body; describe the relationships between biomechanics and technological advancements in sport.

**ASSESSMENT**
Assignments, tests and examination.

**RESOURCES**
Work booklets, DVDs, on-line resources.

#### INFORMATION TECHNOLOGY

Unit Length: Semester

#### APP DEVELOPER

**OUTLINE**
In this course students will learn to develop apps for mobile devices including smart phones and tablets. Educational apps and games will be developed using at least two different app development tools. Students will be able to play their apps on an android device.

**KEY SKILLS**
Developing skills in the visual and digital literacy particularly being able to create apps, communications, and works that include, or are constructed with, visual, aural, and haptic elements. Programming skills using object orientated languages for a variety of purposes and audiences.

**ASSESSMENT**
Completed apps, visual diary and computer based examination.

**RESOURCES**
Computers, tablets, smart phones, video, online resources and teacher provided resources.