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# YEAR 10 COURSE INFORMATION

**Mullauna College**



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## Year 10 COURSE ORGANISATION

The year 10 program includes a combination of core subjects and elective subjects. Students in year 10 also have the opportunity of undertaking an accelerated placement in a VCE subject.

### Year 10 Core Subjects

Students must complete the following core subjects

| Core Subjects  | Duration    |
|--|-------------|
| <b>English</b> <ul style="list-style-type: none"><li>One of English or Advanced English</li></ul>  | 2 semesters |
| <b>Mathematics</b> <ul style="list-style-type: none"><li>One of Mathematics, Advanced Mathematics or Make-it Mathematics</li></ul>   | 2 semesters |
| <b>Humanities</b> <ul style="list-style-type: none"><li>One of Conspiracies of the 20<sup>th</sup> Century, Crime &amp; Punishment, People and Places or Revolutions</li></ul> | 1 semester  |
| <b>Science</b> <ul style="list-style-type: none"><li>One of Biology, Chemistry, or Physics</li></ul>   | 1 semester  |
| <b>Health &amp; Physical Education</b>   | 1 semester  |

### Year 10 Elective Subjects

Students must select 5 electives from the list below. Each elective subject is for one semester except for German which is undertaken for the entire year. Students may not undertake the same elective twice in any year.

|  |                               |
|--|-------------------------------|
| Accounting                                   | Mullauna Masterclass          |
| Art  | Music                         |
| Biology                                      | Outdoor Education             |
| Chemistry                                    | People and Places             |
| Conspiracies of the 20 <sup>th</sup> Century | Photography                   |
| Crime & Punishment                           | Physics                       |
| Entertaining with Food                       | Psychology                    |
| German                                       | Revolutions                   |
| Introduction to Programming                  | Shape Up, Skill Up            |
| Media  | Visual Communication & Design |

The range of year 10 subjects offered will depend upon the number of students selecting each subject.

It is strongly recommended that students proceed with their study of German through to VCE because of the increments this provides in a student's Australian Tertiary Admission Ranking (ATAR) score. Students who include German and Higher Level Mathematics in their VCE studies are eligible to be awarded the VCE Baccalaureate. This is highly regarded by tertiary institutions when considering students for admission.

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## Accelerated VCE subjects

Advanced students may be allowed to attempt one VCE Unit 1 & 2 or VET subject in year 10. This subject replaces 2 elective choices. Students wishing to undertake this option must complete an application to undertake a VCE Unit 1 & 2 study in year 10.

In addition to introducing the assessment processes related to the VCE, this option also prepares students for undertaking a Unit 3 & 4 study in year 11, thus enhancing their ATAR score in year 12.

Access to the VCE for year 10 students will depend upon availability of places and timetable considerations. The following options are available as accelerated subjects in 2018:

|                              |               |
|------------------------------|---------------|
| Biology                      | Legal Studies |
| Business Management          | Psychology    |
| General Mathematics          | Studio Art    |
| Health and Human Development |               |

## ASSESSMENT

There are three modes of assessment at year 10.

### 1. Assessment Tasks

A grade will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

There will be a minimum of three assessment tasks for each unit. Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A grade will be awarded for each task.

To satisfactorily complete a unit, a student must:

- Complete all assessment tasks.
- Obtain a grade less than a **P** in no more than one assessment task.

### 2. Level of Achievement against Statewide Learning Standards

In 2018, Mullauna College will be assessing to the Victorian Curriculum standards. This framework identifies eight learning areas and four general capabilities for the Prep to year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at year 10 is Level 10. Student achievement will be reported against the achievement standards indicating the level of attainment reached by each student and the age expected level of attainment.

### Work Habits

Students are assessed in the Work Habits of Effort, Class Behaviour and Organisation.

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## HOMEWORK

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in year 10 will complete a minimum of 8 to 10 hours homework per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set homework, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and German require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

A **Student Homework and Study Planner** is provided for each student to facilitate the recording, organisation and management of homework. Parents can assist this process by regularly checking that homework has been recorded.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year. Like the Planner, it assists students in monitoring their progress

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# ACCOUNTING

## Overview

### Content

This computer-based unit focuses on the different ways individuals can successfully plan and manage personal finances. This unit will also examine the basic accounting procedures involved in the recording of financial transactions of small business.

Topics may include:

- Wise money management;
- Characteristics of a good budget;
- Three steps to budget planning;
- Putting budget into action/Record keeping;
- Preparation of accounting records from Journals to Financial Reports for a small business;
- Preparation of Bank Reconciliation Statement and Petty Cash Book.

### Key Skills

On completion of this course students are able to:

- Demonstrate an understanding of personal financial management;
- Demonstrate an understanding of basic accounting procedures for a small business.

### Assessment Tasks

- **Case Study:** preparation of a personal budget.
- **Applied Accounting Exercises:** exercises covering basic recording procedures used by small business.
- **Multimedia presentation:** multimedia report outlining the procedures involved in the preparation of a Bank Reconciliation Statement.
- **Problem Solving Tasks:** exercises involving the preparation of financial reports.
- **Examination:** an examination at the end of the semester.

# ART

## Overview

### Content

Students will experience a range of materials including painting, drawing, printmaking and ceramics. They will be introduced to new techniques which will enable them to develop increased skills and confidence to create artworks. They will apply elements and principles to create individual art pieces that have personal meaning. They will learn about different artists and be able to analyse artworks.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style;
- Explore themes, issues and ideas when making and presenting artworks;
- Use a range of materials and techniques;
- Analyse and interpret the work of a range of artists and their artworks;
- Use appropriate art terminology.

### Assessment Tasks

- **2D Folio:** completion of a range of 2D tasks including support material.
- **3D Folio:** completion of a range of 3D artworks including support material.
- **Written Presentation:** written report/s based on research into set topics that will be supported by visual material.
- **Examination:** an examination at the end of the semester.

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# BIOLOGY

## Overview

### Content

Students will study the importance of cells and the substances which are essential for life. Students will also consider how traits are inherited and the process of cellular reproduction. The causes of infectious diseases and possible treatments will be investigated. Students will be introduced to how life began on Earth and how living things have evolved. The use of experimental techniques and the writing of investigative reports will be key components of this subject.

### Key Skills

On completion of this course students are able to:

- Generate evidence to support a scientific principle;
- Use appropriate biological language;
- Describe the basic aspects of the biology of life and evolution;
- Use a range of scientific materials and techniques;
- Analyse and interpret experimental data.

### Assessment Tasks

- **Tests:** formal written tests and/or practical tests relating to the topic
- **Practical Work:** completion of a range of experimental tasks and reports
- **Projects:** at least two major projects
- **Examination:** an examination at the end of the semester

# CHEMISTRY

## Overview

### Content

Students will investigate the changes which occur in chemical reactions and the production of new materials. Organic chemistry and the chemistry involved in the extraction of metals will be studied as part of this subject.

### Key Skills

On completion of this course students are able to:

- Use word and formula equations to represent chemical reactions;
- Describe how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals;
- Outline the reasons for grouping elements in the Periodic table;
- Safely conduct chemical experiments, and interpret a range of results;
- Summarize the processes involved in the extraction of metals.

### Assessment Tasks

- **Tests:** formal written tests and/or practical tests relating to the topic
- **Practical Work:** completion of a range of experimental tasks
- **Tasks:** range of research and analysis tasks
- **Examination:** an examination at the end of the semester

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# CONSPIRACIES OF THE 20<sup>TH</sup> CENTURY

## Overview

### Content

In the last 70 years there have been a number of events and situations that some people claim were not quite as they seemed: the assassinations of John F. Kennedy and Malcolm X, the moon landing and the events of 9/11 to name a few. These claims became conspiracy theories. People claim that these events and situations were actually arranged by groups of people, governments or clandestine organisations such as the Illuminati. This course provides students with the opportunity to explore some of these theories, looking at the evidence available. Students also develop an understanding of the modern world from 1945 to the present, with an emphasis on some of the key events of this period. Topics may include the assassination of John F. Kennedy, the moon landing, 9/11, Area 51 and the Holocaust.

### Key Skills

On completion of this course, students are able to:

- Analyse and understand change and continuity;
- Analyse the significance of major events and ideas which helped to shape the modern world.

### Assessment Tasks:

- **Research Report:** a structured research report, utilising a wide range of reference materials.
- **Analytical Exercise:** an analysis and evaluation of film, pictures, documents, or other resource materials.
- **Essay:** a formal essay on selected course work.
- **Examination:** an examination at the end of the semester

# CRIME AND PUNISHMENT

## Overview

### Content

Rules govern our family, social, political and economic life to provide some sort of social order. Rules tell us what we can and cannot do and what we can expect in dealing with others. The operation of the legal system is central to our understanding of contemporary Australian society. The purpose of this unit is to introduce students to the role of the law in society, with a particular focus on young people and the law. Students will be able to develop an understanding of key aspects of the legal system and the impact of these on Australian society. Topics may include: rights of young people, role of police in society, the need for laws in our society, the juvenile justice system and related case studies.

### Key Skills

On completion of this course, students are able to:

- Understand the necessity of laws in society;
- Analyse the role of the police in society;
- Understand the rights and responsibilities of young people;
- Understand the consequences of law breakers and how societies penalise those who break the law;
- Discuss current issues and the implications for our society and laws that are created or modified.

### Assessment Tasks:

- **Structured assignments:** Structured reports focusing on an aspect of the course and utilising a wide range of reference material.
- **Case Studies:** Analysis of a proposed/actual change in the law.
- **Examination:** an examination at the end of the semester

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## ENGLISH

### Overview

#### Content

The subject of English strengthens each student's ability to communicate with a focus on reading, writing, speaking, and listening. Students will read and view a variety of texts that challenge their ability to think about and express their own ideas on complex themes and issues. They will also work on spoken communication where they will present their individual opinions, practise active listening, and form constructive responses. Students need to understand and effectively use the English language to meet the demands of school, employment, and further education, as well as for their own personal and social development.

#### Key Skills

On completion of this course students are able to:

- Read, view, and analyse imaginative, informative, and persuasive texts that present complex themes and issues;
- Research, collect, and organise information to build a deeper understanding of texts and issues;
- Write for a variety of purposes and in different forms including imaginative, argumentative, reflective, personal, and analytical responses;
- Listen actively and develop learning strategies for processing new ideas and information;
- Present opinions in a clear, well-structured, and thoughtful manner in response to texts, themes, and issues.

#### Assessment Tasks

- **Writing:** writing for different audiences and purposes, and responding creatively to texts
- **Text responses:** analytical responses to studied texts and relevant assessment activities completed
- **Language analysis:** a variety of persuasive texts analysed and activities completed
- **Oral presentation:** a minimum of one oral activity per semester
- **Examinations:**  
Semester 1: a 1½ hour examination paper.  
Semester 2: a 2 hour examination paper.

## ADVANCED ENGLISH

### Overview

#### Content

Students selected for the Advanced English must operate at a high level of proficiency. The course content focuses on enriching and extending students' abilities in writing, reading, speaking and listening. Students will read and view a variety of texts that challenge their ability to think about and express their own ideas on complex themes and issues. They will also work on spoken communication where they will present their individual opinions, practise active listening, and form constructive responses. Students need to understand and effectively use the English language to meet the demands of school, employment, and further education, as well as for their own personal and social development. Selection or inclusion of students will be based on previous achievements in English. Decisions on inclusion will be made in consultation with teachers, students and parents.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### Overview

#### Content

EAL students are a highly diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language. The subject EAL accommodates this by providing English language development within a set of standards describing expectations for EAL learners. The secondary stages (year 7-10) of EAL learning are described as S1, S2, S3 and S4, and provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English language learning.

This subject will run on a needs basis.

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# ENTERTAINING WITH FOOD

## Overview

### Content

Students will explore a wide range of food preparation techniques, focusing on food presentation and styling. They will learn skills involved in planning for social events. During the semester students will look at the principles of food safety and hygiene. Students will work through the design process both collaboratively and independently to create solutions to design briefs.

### Key Skills

On completion of this course students are able to:

- Develop a design brief and investigate and select a sophisticated range of materials, tools and equipment to develop design ideas;
- Apply design thinking and creativity to develop, modify and communicate design ideas;
- Safely test, justify and use appropriate technologies and processes to make designed solutions;
- Evaluate design ideas, processes and solutions against comprehensive criteria for success;
- Independently and collaboratively develop project plans, taking into consideration time, cost, risk and production processes.

### Assessment Tasks

- **Research Report:** a research report on a relevant topic.
- **Project:** a project based on the design process.
- **Bookwork:** an accurate and organized workbook.
- **Production:** prepare sweet and savoury dishes using a wide range of skills and techniques.
- **Examination:** an examination at the end of the semester.

# GERMAN

## Overview

### Content

Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media. By initiating and participating in class discussion and writing tasks, students expand their knowledge of spoken and written conventions. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and intercultural understanding.

### Key Skills

On completion of this course students are able to:

- Identify relevant information and ideas from spoken texts;
- Use a range of strategies to assist in listening comprehension;
- Participate in conversations related to specific topics and recycle language to express information;
- Speak with appropriate pronunciation and expression;
- Read texts and identify and extract main ideas and detailed information for use in new contexts;
- Create simple original text for specific audience, purpose and topic;
- Read short selected passages with fluency.

### Assessment Tasks

- **Written work:** a variety of exercises including two pieces of creative writing.
- **Text response:** oral and written responses to text material.
- **Listening:** a variety of texts studied and relevant questions answered.
- **Conversation:** participation in role play / oral presentations
- **Examination:** an examination at the end of each semester.

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# HEALTH AND PHYSICAL EDUCATION

## Overview

### Content

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental and social health. Students demonstrate proficiency of movement skills during complex activities, with the emphasis being on strategic thinking and tactical knowledge to improve individual and team performance. They maintain regular participation in moderate to vigorous physical activity and undertake a personal fitness training program to improve their fitness level. Students explore the factors that impact on the health of Australia's youth. Understanding these factors is vital for ensuring that students live the fullest lives possible.

### Key Skills

On completion of this course students are able to:

- Evaluate individual and group tactics, skills and movement patterns;
- Employ games, physical activities and sports to improve performance;
- Explain the components of fitness and identify those used in different sports;
- Explain the principles of training and training methods;
- Identify the energy systems and the factors that influence their use;
- Develop personal physical activity goals and an individual fitness program;
- Analyse data to draw informed conclusions about a range of health issues facing Australia's youth;
- Identify and describe strategies that address current trends in nutritional status and physical activity levels of youth;
- Explain mental health issues relevant to young people and draw informed conclusions about personal, community and government strategies and programs to optimise health;
- Explain the impact of alcohol and drugs on sexual and personal safety.

### Assessment Tasks

- **Sequential skill development:** ability to perform complex movement and manipulative skills.
- **Game sense:** ability to combine motor skills, strategic thinking and tactical knowledge
- **Fitness training program:** design, implement and appraise a personal program.
- **Written Health work:** a minimum of one piece for each unit.
- **Examination:** an examination at the end of the semester.

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## INTRODUCTION TO PROGRAMMING

### Overview

#### Content

Students learn how to program in *C#* and create *Windows* programs using this programming language. Students learn the fundamentals of programming such as variables, control structures, algorithms and pseudocode. Students create a complex *Flash* platform game, created in *Actionscript 3.0*. Students also complete a *C#* programming test, and a collaborative Restaurant Order System in *C#*. Students will also be exposed to a 3D modelling software called *Autodesk Maya*, where they learn to create realistic 3D objects and simple 3D animations.

#### Key Skills

On completion of this course students are able to:

- Create Windows applications using *C#*;
- Create a complex game using Flash Action-script 3.0;
- Understand the fundamentals of programming through a series of programming learning tasks;
- Use a 3D modelling software to create 3D models with textures and simple 3D animations using Autodesk Maya.

#### Assessment Tasks

- **Programming Test:** A programming test in *C#*.
- **Restaurant Ordering System:** Collaboratively design and develop a Restaurant Ordering System using *C#*.
- **Flash Platform game:** Using Flash Actionscript 3.0, create an engaging interactive platform game.
- **3D Modelling:** Using *Autodesk Maya*, create realistic 3D objects and simple 3D animations.
- **Semester Examination:** a theory exam at the end of the semester.

## MAKE-IT MATHEMATICS

### Overview

#### Content

Students will use mathematics to investigate a broad range of everyday practical mathematical situations. They will build on skills in the areas of space, shape and design, patterns and number, data and measurement. The study of mathematics will develop real life mathematical understanding and problem solving that all students will require in future. This subject will include a hands-on practical component where students will design and create items using various materials and equipment.

#### Key Skills

On completion of this course students are able to:

- Use scale diagrams and maps to represent everyday items;
- Interpret and use maps, plans, models and diagrams;
- Apply numbers and patterns to estimate results;
- Collect, represent and interpret data in a variety of formats;
- Use and apply the metric system of measurement in a variety of contexts;
- Select appropriate technologies as an integral part of their mathematical activities.

#### Assessment Tasks

- **Tests:** complete tests within each topic.
- **Assignments:** complete a range of mathematical investigations.
- **Analytical tasks:** complete a range of analysis tasks.
- **Examination:** undertake an examination at the end of each semester.

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## MATHEMATICS

### Overview

#### Content

Students will use mathematics to investigate a broad range of mathematical situations. They will build on skills in the areas of number, measurement, algebra, probability and statistics. The study of mathematics will develop real life mathematical understanding and problem solving that all students will require in future.

#### Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems;
- Communicate their understanding using correct mathematical language and notation;
- Problem solve by employing a variety of strategies;
- Define key mathematical concepts;
- Select appropriate technologies as an integral part of their mathematical activities.

#### Assessment Tasks

- **Tests:** complete tests within each topic.
- **Projects:** complete a range of mathematical investigations.
- **Analytical tasks:** complete a range of in depth analysis tasks.
- **Examination:** undertake an examination at the end of each semester.

## ADVANCED MATHEMATICS

### Overview

#### Content

Students selected for Advanced Mathematics should be operating at a high level of mathematic proficiency. The course content focuses on enriching and extending students' mathematical abilities in each of number, measurement, algebra, probability and statistics. Students will use mathematics to investigate a broad range of mathematical situations. The study of mathematics will develop real life mathematical understanding and problem solving that all students will require in future. Selection or inclusion of students will be based on previous achievements in Mathematics. Decisions on inclusion will be made in consultation with teachers, students and parents.

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## MEDIA

### Overview

#### Content

Students develop their media literacy and production skills by exploring a range of media forms and equipment. Students study the ways in which media texts are constructed and their effect on the viewer. In practical workshops, students learn about the production process and how to operate media equipment and applications. Students use this knowledge to plan and produce their own media projects for an intended purpose and audience.

#### Key skills

On completion of this course, students are able to:

- Follow media practices and employ creative media techniques;
- Use stimuli to investigate, plan and produce a range of creative media products;
- Confidently use a range of media equipment and applications;
- Use appropriate media terminology;
- Integrate practical work with theoretical concepts;
- Develop confidence in using digital technologies like iMovie, Adobe Photoshop, Final Cut Pro and GarageBand.

#### Assessment tasks

- **Practical tasks:** a series of media productions
- **Film production:** production of a short film
- **Analysis responses:** written responses to media texts
- **Exam:** an examination at the end of semester

## MULLAUNA MASTERCLASS

### Overview

#### Content

As the name suggests, students will undertake lessons in key knowledge, skills and techniques relating to equipment, ingredients and cooking processes. They will then use the knowledge they have gained to complete challenges which demonstrate their level of understanding. The challenges can be both practical and theoretical! Imbedded in many of these challenges will be the use of the design process.

#### Key Skills

On completion of this course students are able to:

- Develop a design brief and investigate and select a sophisticated range of materials, tools and equipment to develop design ideas;
- Apply design thinking and creativity to develop, modify and communicate design ideas;
- Safely test, justify and use appropriate technologies and processes to make designed solutions;
- Evaluate design ideas, processes and solutions against comprehensive criteria for success;
- Independently and collaboratively develop project plans, taking into consideration time, cost, risk and production processes.

#### Assessment Tasks

- **Research Report:** a research report on a relevant topic.
- **Project:** a project based on the design process.
- **Bookwork:** an accurate and organized workbook.
- **Production:** prepare sweet and savoury dishes using a wide range of skills and techniques.
- **Examination:** an examination at the end of the semester.

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# MUSIC

## Overview

### Content

Using Music performance as the basis, students will further enhance their musical skills.

This subject will provide all the preparation required for VCE but also offers a broad curriculum focus to engage students who wish to enhance their life with music.

### Key Skills

On completion of this course students are able to:

- Create a successful performance in a variety of settings;
- Manage a music event;
- Analyse and interpret a musical work;
- Listen critically and write a review;
- Increase their individual theoretical knowledge.

### Assessment Tasks

- **Practical Work:** completion of a variety of performance tasks.
- **Workbook:** accurate documentation including theoretical concepts, worksheets, tests, event management and review writing tasks.
- **Written Presentation:** a written assignment based on research into a set topic supported by musical examples.
- **Examination:** an examination at the end of the semester.

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# OUTDOOR EDUCATION

## Overview

### Content

The Outdoor Education elective provides the opportunity for students to develop an understanding and appreciation of the outdoors as a diverse playground and a valuable resource. The program consists of several whole day excursions and double lesson activities where students experience and develop skills in many of the leisure pastimes listed below. Students prepare for activities through research and training during class time and all major excursions are led and managed by qualified experts. By the completion of the elective students will have acquired a thorough understanding of first aid principles and how to apply them in outdoor environments.

Practical activities may comprise of several of the following activities:

- Surfing/Snorkelling
- Bushwalking
- Orienteering/Rogaining
- Cycling
- Rock Climbing/Abseiling
- Overnight camp

Due to the expense of expert instruction, hire of equipment, testing and transport, a cost of \$480 is charged for inclusion in this elective. For transport reasons, this elective is capped to a maximum of 20 students and will run in Semester 1.

### Key Skills

On completion of this course students are able to:

- Work collaboratively, negotiate roles and delegate tasks to complete complex movements in teams;
- Accept responsibility as a team member and reflect on individual and team outcomes;
- Act to improve their own and the team's performance;
- Explain the operation of a major natural system and its interaction with human activities;
- Identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies;
- Evaluate a range of programs and strategies designed to encourage participation in outdoor physical activity and improve personal fitness.

### Assessment Tasks

- **Multimedia presentation:** research different types of environments and explain their features.
- **Planning and Leading:** in small groups plan and lead an outdoor activity.
- **Journal reflections:** students are to complete a reflective journal entry after each external activity.
- **Level 1 First Aid & CPR certificate:** students are assessed on their practical skills and theoretical understanding of first aid situations where they will receive their Level 1 First Aid & CPR certificate.
- **Examination:** an examination at the end of the semester.

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## PEOPLE AND PLACES

### Overview

#### Content

This unit focuses on investigating global, national and local differences in human wellbeing. It examines the different concepts and measures of human wellbeing, and the causes of global differences between countries. Students explore the differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. The different aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world. Topics may include: globalisation, poverty and inequality, and human rights.

#### Key Skills

On completion of this course students are able to:

- Collect, select, record and organise relevant data and geographical information from a range of appropriate primary and secondary sources;
- Evaluate sources for reliability, bias and usefulness and represent data in a range of appropriate forms;
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view;
- Present findings, arguments and explanations in a range of appropriate communication forms.

#### Assessment Tasks:

- **Research Report:** a structured research report following an aspect of the curriculum and utilising a wide range of reference materials.
- **Analytical Exercise:** an analysis and evaluation of film, pictures, documents, or other resource materials.
- **Essay:** a formal essay on selected course work.
- **Examination:** students undertake an examination at the end of the semester.

## PHOTOGRAPHY

### Overview

#### Content

Students will experience digital photography and experiment with photo editing. They will be introduced to the camera and a range of photographic techniques to develop skills and confidence when using photography to create artworks. They will apply elements and principles to create individual art pieces.

#### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style;
- Explore themes, issues and ideas when making and presenting artworks;
- Use a range of materials and techniques;
- Analyse and interpret the work of a range of photographic artists and their artworks;
- Use appropriate art terminology.

#### Assessment Tasks

- **Folio of Practical Work:** completion of a range of tasks including a major piece
- **Workbook:** documentation of the design process that students have engaged in
- **Written Presentation:** a written report, based on research into a set topic and will be supported by visual material
- **Examination:** an examination at the end of the semester

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# PHYSICS

## Overview

### Content

Students will understand forces and motion, and matter and energy. The subject offers students the opportunity for practical work and experimental investigation. They learn to collect data and use evidence to suggest solutions to problems and use scientific theories in explaining the world. Topics will include: Motion and Energy, Structures and the Universe

### Key Skills

On completion of this course students are able to:

- Use equations of motion to solve problems of simple moving objects;
- Use distance, velocity, acceleration and time graphs;
- Describe energy transfers and transformations in a system;
- Compare energy changes in interactions;
- Describe forces in structures;
- Describe the evolution of the universe including the formation of galaxies and stars.

### Assessment Tasks

- **Topic Tests:** formal written tests and/or practical topic tests.
- **Practical Reports:** formal written practical reports.
- **Project:** major projects on selected topics.
- **Examination:** an examination at the end of the semester.

# PSYCHOLOGY

## Overview

### Content

This elective is a specialised science subject ideally suited to the student who is curious about human behaviour. This subject informs about the nature of Psychology and what it has to offer in both study and vocation. The subject addresses misconceptions about what Psychology is and how it is useful within our social world. Topics include research methods within psychology, psychopathology, mental illness, social psychology and the ethical treatment of humans involved in experiments. Students will also carry out and research scientific experiments about human behaviour. This will allow students to grasp a better understanding of why people think and behave the way that they do.

### Key skills:

On completion of this course students are able to:

- Plan and conduct psychological research on a specific topic;
- Analyse data and prepare a written lab report based on psychological conventions;
- Analyse the ethics of various psychological experiments;
- Apply understanding of human psychology to novel situations and examples;
- Explore the human psyche and analyse the connection between mental processes (thoughts, feelings) and behaviour.

### Assessment Tasks:

- **Empirical Research Activity:** predicting, observing, measuring and reporting behaviour in a formal science lab report.
- **Analytical Exercise:** synthesizing psychological research findings and applying it to a novel situation
- **Topic Test:** formal written tests that require students to know and explain key concepts.
- **Examination:** an examination at the end of the semester.

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# REVOLUTIONS

## Overview

### Content

Revolutions throughout history have turned the world upside down and the fate of several continents have changed forever. The changes that occurred during these eras were political, social and economic and helped impact and form the world as we know it today. As a historical process, “revolution” refers to a movement, often violent, to overthrow an old regime and effect complete change in the fundamental institutions of society. In the history of warfare, the twentieth century stands out as the most brutal, since the end of the Second World War in 1945, there have been over 250 major wars. Social movements throughout history have created significant changes that have been brought about by ordinary citizens who saw the need for change.

Topics may include; French Revolution, South Africa under Apartheid, Arab Spring, Civil Rights in America

### Key Skills

On completion of this course students are able to:

- Analyse the roles and contributions of individuals and groups to social, political, economic, cultural and religious practices and activities;
- Explain the dynamics of cultural change and how interactions have affected various cultural groups throughout the world;
- Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures;
- Explain the importance of historical evidence, and understand the concepts of change and continuity over time;
- Interpret and analyse documents and artefacts related to significant developments and events in world history.

### Assessment Tasks:

- **Research Report:** a structured research report following an aspect of the curriculum and utilising a wide range of reference materials.
- **Analytical Exercise:** an analysis and evaluation of film, pictures, documents, or other resource materials.
- **Essay:** a formal essay on selected course work.
- **Examination:** an examination at the end of the semester.

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## SHAPE UP, SKILL UP

### Overview

#### Content

Shape Up, Skill Up challenges students to move beyond their comfort zone and ultimately grow as individuals. The students will demonstrate leadership and collaboration skills when working in teams, enhance their understandings of the musculoskeletal system through a series of practical laboratories, participate in peer teaching and coaching situations with a focus on skill development and improvement, and consider ways of improving their diet to meet their energy needs.

#### Key Skills

On completion of this course students are able to:

- Perform, observe and analyse a variety of movements used in physical activity and identify the muscles and bones responsible for movement;
- Identify and implement ways of improving performance during games and sports;
- Demonstrate effective coaching in a variety of practical sessions;
- Examine the relationship between nutrition and sport.

#### Assessment tasks

- **Structured response:** Musculoskeletal system test.
- **Digital presentation:** Skill analysis presentation.
- **Visual presentation:** Nutrition poster.
- **Examination:** an examination at the end of the semester.

## VISUAL COMMUNICATION AND DESIGN

### Overview

#### Content

This subject explores the way design communicates ideas and messages in a visual way. Students will develop a range of creative design projects that satisfy particular purposes and appeal to different target audiences. They will apply each stage of the design process to generate and develop ideas in both three dimensional and graphic design tasks. Both technical and creative methods will be applied using a range of manual and digital techniques. Students will analyse the work of other designers through theory tasks.

#### Key Skills

On completion of this course students are able to:

- Produce creative visual communications that satisfy a stated purpose;
- Apply drawing skills to communicate ideas;
- Apply the design process to generate and develop a range of creative ideas;
- Complete technical drawings to communicate 3D designs;
- Apply the design elements and principles to produce effective graphic designs;
- Use a range of media and techniques;
- Analyse the work of other designers.

#### Assessment Tasks

- **Graphic Design Task:** completion of the design process to produce a final presentation that meets a stated purpose.
- **3D Design Task:** completion of the design process, including technical drawings, to produce a final presentation.
- **Written Presentation:** an individual written report.
- **Examination:** an examination at the end of the semester.