

Our teaching staff are inspired by the belief that our young men and women will leave us with a vision of an ever-expanding world, be sensitive to its problems and ever alert to its advances. We are confident that they will be able to use what they have learned with us, to be innovative and creative in their thinking, and caring in their dealings with others. Our fervent hope is that one day we shall see them become wise adaptors and initiators in their chosen fields.

In *one ninety*, we are proud to build on the excellent academic foundations and behavioural practices established in the first three phases of life at Pulteney – Kurrajong, Prep School and the Middle School. On entering *one ninety*, each student, with the help of parents and staff, including our Coordinator of Futures, makes some very significant choices about future life directions. Some are very fortunate to know these directions clearly at Year 10, others may not know them even after they complete Year 12.

Whatever the aspirations of the students as they enter *one ninety*, critical, creative and ethical intelligences continue to play an important role in the learning and teaching of each individual subject. The increased variety of subject choice is balanced by the SACE pattern for Years 11 (Stage 1) and 12 (Stage 2) established by South Australian Certificate of Education (SACE) Board of South Australia to ensure that each student selects an educationally sound programme.

Staff members in *one ninety* are enthusiastic and committed to providing quality education while striving for academic excellence. It is the expectation that each student will achieve his or her individual best, not only academically but also in the wide variety of extra-curricular activities available, thus gaining valuable leadership experience and learning the benefits of a balanced lifestyle.

Leadership experience is also fostered in Tutor groups. Each student belongs to one of the four houses: Bleby-Howard, Cawthorne-Nicholls, Kennion-Miller and Moore-Sunter. Each house is divided into Tutor groups according to year level. Parents are encouraged to contact Heads of House, Tutors and Subject Teachers if they are concerned about any aspect of their child's life at school.

We welcome you to our focused community in *one ninety* and assure you that, at all times, the very best interests of each individual student are of the greatest importance to us. We commend this subject information booklet to both parents and students as a valuable resource, as together you make the subject choices to ensure a suitable preparation for the future.

Kind regards

Nicholas Brice
Head of *one ninety*

Disclaimer

The following information concerns subject choices and further tertiary studies. Every effort has been made to obtain up-to-date and correct information. However, details for courses, at Pulteney, at tertiary institutions and offered through the SACE Board of South Australia are subject to change. Students are advised to contact the relevant institution to verify any information contained in this booklet.

The SACE

What is the SACE Board of South Australia?

The SACE Board is an independent body formed by the State Government and it is responsible for the provision of curriculum statements and certification of all studies undertaken at Year 11 and Year 12 level by students in all South Australian Secondary Schools.

Its functions include:

- The development of curriculum statements for a wide range of subjects designed to cater for a diversity of abilities and interests at Stage 1 and 2 (Years 11 and 12).
- The approval of school-based courses designed to meet the specific needs of the school's own students.
- The assessment of subjects for which it provides or approves curriculum statements.
- The issuing of the South Australian Certificate of Education (SACE) to all students in South Australia who satisfactorily complete the requirements of the SACE.

What is the SACE?

The SACE is the South Australian Certificate of Education awarded to students who successfully complete their secondary school education.

The SACE has been designed to enable students to:

- Develop the capabilities to live, learn, work and participate successfully in a changing world.
- Plan and engage in a range of challenging achievable, and manageable learning experiences, taking into account their goals and abilities.
- Build their knowledge skills and understanding in a variety of contexts (e.g. schools, workplaces, and training and community organisations).
- Gain credit for their learning achievements against performance standards.

To complete the SACE, students must achieve 200 credits. Students gain 10 credits for one semester or six months of study in a particular subject. A benefit of the SACE is that students can gain credits for learning both in and out of school, including vocational training, university studies, community service and some employment.

Achieving the SACE

To gain the SACE, students complete two years of full-time study. There are two stages:

- Stage 1: most students study and complete in Year 11, apart from the Stage 1 Personal Learning Plan, which most students complete in Year 10.
- Stage 2: most students study and complete in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for a student to gain the certificate.

Students will receive a grade from A to E for each Stage 1 subject and A+ to E- at Stage 2. For compulsory subjects, a C grade or better must be achieved.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1).
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1).
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1).
- Research Project – an in-depth major project (10 credits at Stage 2 level)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses (such as VET or community learning) of a student's choice.

Requirements	Credits
Year 10 +++ Personal Learning Plan	10
Year 11 (Stage 1) +++ Literacy (selected from a range of English subjects and courses) Numeracy (selected from a range of Mathematics subjects and courses)	20 10
Year 11 or 12 (Stages 1 or 2) ++ Other subjects and courses of the student's choice	Up to 90
Year 12 (Stage 2) ++++ Research Project (undertaken in Year 11) Other Stage 2 subjects and courses*	10 60 or more

++ Other subjects and courses

+++ Stage 1 compulsory subjects and courses

++++ Stage 2 compulsory subjects and courses

* Many students will complete subject or courses worth more than 70 credits at Stage 2.

The SACE Pattern for a Pulteney Student could look like this:

Year Level	Subject	Credits
10	Personal Learning Plan +	12
11	English or Essential English	20
11	Mathematical Methods or General Mathematics	20*
11	Legal Studies	10
11	Physics	20
11	Drama	10
11	Physical Education	10
11	History	10
11	Art	10
11	Research Project +	10
*Under the SACE model students are only required to undertake 10 credits of Mathematics at Stage 1. Pulteney Grammar encourages all students to undertake a full year of Mathematics in order to better develop their numeracy skills.		
12	Geography	20
12	Biology	20
12	English Literary Studies	20
12	Physical Education	20
12	Physics	20

+ Compulsory SACE Subjects

Community Learning

Students are able to earn SACE credits for learning undertaken in the community. Some opportunities could involve the Duke of Edinburgh, AMEB Music Examinations, Surf Life Saving and other community based activities. Further information on community based courses can be found at www.saceboard.sa.edu.au (go to 'subjects' and follow the link from 'Recognised Learning'). These details are updated as new course information becomes available.

VET in SACE

The SACE Board has endorsed key directions for recognising Vocational Education and Training (VET) in the SACE.

VET courses deliver industry-endorsed units of competence from nationally accredited training packages, so students are able to receive dual accreditation – SACE credits and VET qualifications. VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- Develop and practice business and industry specific skills, often including on-the-job structured workplace learning;
- Achieve their SACE through diverse and rigorous learning experiences.

Who can study a VET program?

At Pulteney, VET courses are available to *one ninety* students (from Semester 2, Year 10 onwards) and may be incorporated into their SACE study for a variety of reasons, including interest, skill development or career exploration. Some courses are only available to Year 11 and 12 students because of the Structured Workplace Learning requirements. It is important that the process for selection is thoroughly considered and that all parties concerned are aware of the implications for gaining the SACE. Our experience is that successful participation in, and completion of, a VET course is more likely if:

- Students have an interest in the particular career/industry area they are studying.
- Students have a level of maturity and independence that would accommodate a more adult style of learning and training. Evidence of managing part time work, or other related responsibilities, would be relevant
- Reasonable literacy and numeracy skills are essential components of the work environment and students will need to be able to demonstrate an appropriate skill level in both.
- The VET program operates with a lower level of direct supervision of students and therefore relies on students to be able to manage their time well, and be responsible and reliable, with particular focus on:
 - **Relating to adults** – given that much of the training is done by Registered Training Organisations who work in the adult training environment, eg TAFE
 - **Independent learning** – students will receive their training once a week and it is therefore necessary that they are able to continue with set work independently in the interim period.
 - **Responsibility of time management** – given that training will be done in large ‘chunks’, students need to attend all sessions and catch up on any missed school work.
 - **Self direction** – students should be able to independently follow directions and demonstrate an ability to problem solve or seek help when unsure.
 - **Ability to meet deadlines** – this relates to administrative paperwork, VET assignments and school-related work.
 - **Flexibility** – ability to cope with a variety of supervisors and work place situations.
 - **Communication** – students must ensure they communicate openly, honestly and in a timely manner, with their VET trainer and the school’s VET coordinator, particularly in relation to negotiating any issues that may arise.

Involvement in a VET course in Semester 2, Year 10 or in Year 11 **will not** affect university entrance selection, as VET studies are counted within the ‘other’ subjects in those years and will form part of the SACE that is separate from the compulsory study units. If students choose to continue a VET pathway into Year 12 this **may** affect university entry directly from Year 12.

If students want their VET subject to contribute towards their ATAR, they **MUST SATISFACTORILY COMPLETE A CERTIFICATE III or higher qualification (Certificate III in Retail Operations does not fall into this category).**

What courses are available?

There are a myriad of courses available for students to study, including but not limited to, automotive, business, construction, electronics, fashion design, fitness, media, nursing, pharmacy, plumbing, beauty therapy, architectural drafting, child studies and massage. Some course information is available at training.vetnetwork.org.au or www.easc.org.au.

When and where will the training occur?

- VET training can occur during school hours and after school hours, depending on the course and the provider.
- VET courses are held across a range of settings from schools, purpose built skills centres, TAFE sites, on the job or a combination.

Application Process

Students wishing to study a VET course will be required to submit a school application, after discussion with their parents, the Coordinator of Futures, their Head of House and the Director of *one ninety*. Submitting an application does not automatically mean you have been approved or accepted. Once a student has been approved through the school, they can apply to the VET organisation. You will be required to wait for confirmation from the VET provider BEFORE you can modify your school subject selections.

For further information, contact the Coordinator of Futures or visit the SACE Board website: www.sace.sa.edu.au.

Assessment and Moderation

Students are assessed against performance standards. These standards – specifically outlined in each subject outline – describe in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors will use these standards to decide how well a student has demonstrated his or her learning.

At Stage 1, schools assess student performance. The SACE Board will approve learning and assessment plans for Stage 1 subjects. The SACE Board will moderate the Personal Learning Plan and the English and Mathematical subjects at the C/D borderline.

At Stage 2, assessment will be 70 percent school-based, with the remainder assessed externally. The SACE Board will undertake central moderation which will confirm that school-based assessment levels are consistent with each subject's performance standards.

Tertiary Entrance

University Entry

Students applying for University entry must:

- Complete the SACE.
- Complete at least 90 credits of SACE Stage 2 subjects. At least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS).
- Complete any prerequisite subject requirement for their chosen University course.
- Obtain an Australian Tertiary Admissions Rank (ATAR).

Further information is available in the SATAC Tertiary Entrance Booklet.

TAFE Entry

Completion of the SACE can meet the Course Admission Requirements (CAR) for many TAFE SA courses.

Course Admission Requirements differ according to the level of the TAFE course. Many courses do not have any CAR. For further information, go to www.tafesa.edu.au and click on courses of interest to determine what, if any, are the Course Admission Requirements.

Parents and students should be aware of the procedures for entry to South Australia’s tertiary institutions before they make final decisions about subjects in Stage 2. Knowledge of entry requirements for courses and institutions is vital. As entry to the majority of faculties is very competitive, parents and students should undertake research into courses in which they may be interested. Students will have completed some of this research as part of the PLP in Year 10. The Coordinator of Futures can provide students with further resources for this research if required. Students and parents may wish to explore online resources. A good place to start is www.education.gov.au/job-guide, as it not only has a great deal of information but also has links to several related websites, including myfuture.edu.au and joboutlook.

The school will counsel each student several times between the initial decision regarding SACE entry and final tertiary selection. The **final responsibility for subject selection rests with the student and their family.** It is not Pulteney’s policy to exclude students from subjects they wish to study, but the school may, in some cases, strongly advise against certain selections.

TAS – Tertiary Admissions Subjects for 2018 – an explanation

These are SACE Stage 2 subjects which have been approved by TAFE SA and the Universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score rank.

The methods of assessment used by the School, and the standards accepted, are moderated by officials of the SACE Board of South Australia.

For further details regarding different assessment methods, please refer to the individual faculty information provided in this curriculum guide.

Year 12 in 2018

How your University Aggregate is Calculated		
60 Three 20 credit scores	+	30 Final 30 credits – flexible option
Your scaled score from three 20 credit Tertiary Admission Subjects (TAS) are used. Normally, 10 credit subjects do not count towards this requirement by some 10 credit subjects in the same subject area, when studies in pairs, can substitute for a 20 credit subject. These are called Valid Pairs.		Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: <ul style="list-style-type: none"> • The scaled score of a 20 credit TAS • Half the scaled score of one or more 20 credit TAS • The scaled score of one or more 10 credit TAS • Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.

The university aggregate in 2018 is calculated from your best scaled scores from a maximum of three attempts, and from the following

- Three 20 credit TAS (including valid pairs); plus
- The best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:
- The scaled score of a 20 credit TAS
- Half the scaled score of one or more 20 credit TAS
- The scaled score of one or more 10 credit TAS

- Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

General Advice to Students and Parents Regarding Choosing a Subject

Parents and students would be wise to consider the following before making their choice of subjects in *one ninety*.

Balance, Ambition and Realism

While it is important to be ambitious and opt for high goals, it is also important that students are realistic. In today's competitive employment market, it is essential that students are successful in the course of their choice. Lack of success can hinder a student's progress both at school and beyond. For these reasons, students ought to opt for courses and subjects which are within their reach. If, for example, a student has struggled with Science at Year 10, it is probably unwise to hope that they will improve to the point where they can be confident of a high mark in an academic Science subject in Year 12 and hence satisfy the prerequisites for tertiary study in that subject. A student must have a secure fundamental grasp of a subject at one level, before proceeding to the next. Remember it is extremely rare for a student to show remarkable improvement in a subject which has been problematic for some time.

How to decide on the Best Course for You

1. Future Needs of Work/Study

Ensure that you include subjects which you know you need (eg prerequisites), or are likely to need in the future.

2. Interests

A good course should allow you to study some subjects for enjoyment as well as those which you need in order to gain entry to tertiary study. The courses offered should be flexible enough to allow you the opportunity to follow some interest areas and keep your options open for future subject choices.

3. Suitability

Each student is different and has their own individual strengths and weaknesses. The course you choose should be the one that best suits YOU. **Remember: you and your best friend do not necessarily have the same needs. Choose what YOU need.**

Preparing to Select Subjects at all Year Levels

A number of very important matters need to be considered before selection of subjects is made.

1. **Research** the requirements of your proposed future occupation or course of study.

The following are possible sources of help:

- SATAC guides – University and TAFE
- Tertiary Institution Handbooks and websites
- 'Job Guide' www.education.gov.au/job-guide
- Career Information available in the Coordinator of Futures' Office
- Friends / Relatives / Employers who work in areas that interest you

Note: The most up to date information will be found on the University and TAFE websites.

2. **Read through this document thoroughly:** Read each course offered for your year level. Make sure that you get clarification about any aspect you do not understand. Heads of Learning and Teaching are a wealth of information. You also could check the SACE Board of South Australia website: www.sace.sa.edu.au.

Talk to others.

- Your teachers are in the best position to advise you about your capabilities.
- If you need further information about what a subject involves, talk to the teacher who takes that subject.
- Talk to older / past students about their experiences
- Discuss these matters with your parents.

Be informed.

Subject choices may be difficult but must be based on as much information as possible.

In this Senior Curriculum Handbook – Year 10 you will find descriptions of all courses offered to Year 10 Students. Courses have been presented in Faculties (or Groups of Faculties) and a flow chart has been shown for each.

Each student should:

- Examine each flow chart to see where subjects lead and what prerequisites apply at each level.
- Read all courses appropriate to their level.
- Carefully note the prerequisite and/or recommendations contained within each course description.

Helpful Resources

The resources of the Coordinator of Future's office may help students and their parents.

In addition, the following websites may be useful to students when checking prerequisites for courses and general tertiary information.

Helpful links concerning various areas are available:

- Adelaide University – www.adelaide.edu.au
- Flinders University – www.flinders.edu.au
- University of South Australia's six campuses – www.unisa.edu.au
- TAFE SA – www.tafesa.edu.au
- Australian Defence Force entry information – www.defencejobs.gov.au
- Job Guide – www.education.gov.au/job-guide
- Vocational Education and Training (VET) information – www.training.vetnetwork.org.au and www.easc.org.au
- My future – www.myfuture.edu.au
- Job Outlook – www.joboutlook.gov.au
- What degree, which university – www.whatdegreewhichuniversity.com

It is highly recommended that you contact the Coordinator of Futures' office if you require further information.

Curriculum Offerings – Year 10

At **Year 10** in 2016 all students will study;

Subject	Course Duration
English	Full Year
Personal Learning Plan (PLP)	Full Year (10 SACE Credits)
Year 10 Mathematics or General Mathematics	Full Year
Science	Full Year
Physical Education and Health	Full Year
Geography	Semester
History	Semester

In addition, each student chooses the equivalent of 2 full year subjects from the following:

Subject	Course Duration
Art 2D / Art 3D	Semester or Full Year
Business Studies	Semester or Full Year
Critical Film Studies	Semester or Full Year
Design	Semester or Full Year
Drama	Semester or Full Year
Extension Science	Semester or Full Year
German	Full Year
Human Rights	Semester or Full Year
Information Technology	Semester or Full Year
Japanese	Full Year
Music	Semester or Full Year
Photography and Multimedia	Semester or Full Year
Outdoor Education (Stage 1)	Semester or Full Year (10 SACE Credits per semester)
Sports Science (TBC)	Semester or Full Year
Year 10A Mathematics	Semester

Subject Name:	Personal Learning Plan
Level of Study:	Year 10
Length of Course:	Full Year (4 lessons per fortnight)
Prerequisite:	Nil (Compulsory Subject)

Course Description

The Personal Learning Plan (PLP) is a subject designed to help students make informed decisions about their personal development, education and training. A programme of learning is a key component of the PLP and provides students time to work together with their teachers and other experts to develop knowledge and skills for planning their own SACE learning programme. The aim is for each student to achieve success in the SACE and to prepare for work, further study and community life.

The PLP is designed to develop students' capabilities and to focus their learning goals. It is a programme that helps students make, review and adjust their personal plans and decisions about learning choices to prepare them for their education, career pathways and future life.

The PLP aims to involve students in a programme of learning so that they develop knowledge and skills that will enable them to:

- Identify appropriate future options
- Choose appropriate subjects and courses for their SACE
- Review their strengths and areas for development
- Identify goals and plans for improvement
- Monitor their actions, review and adjust plans as needed to achieve their goals.

Learning Requirements

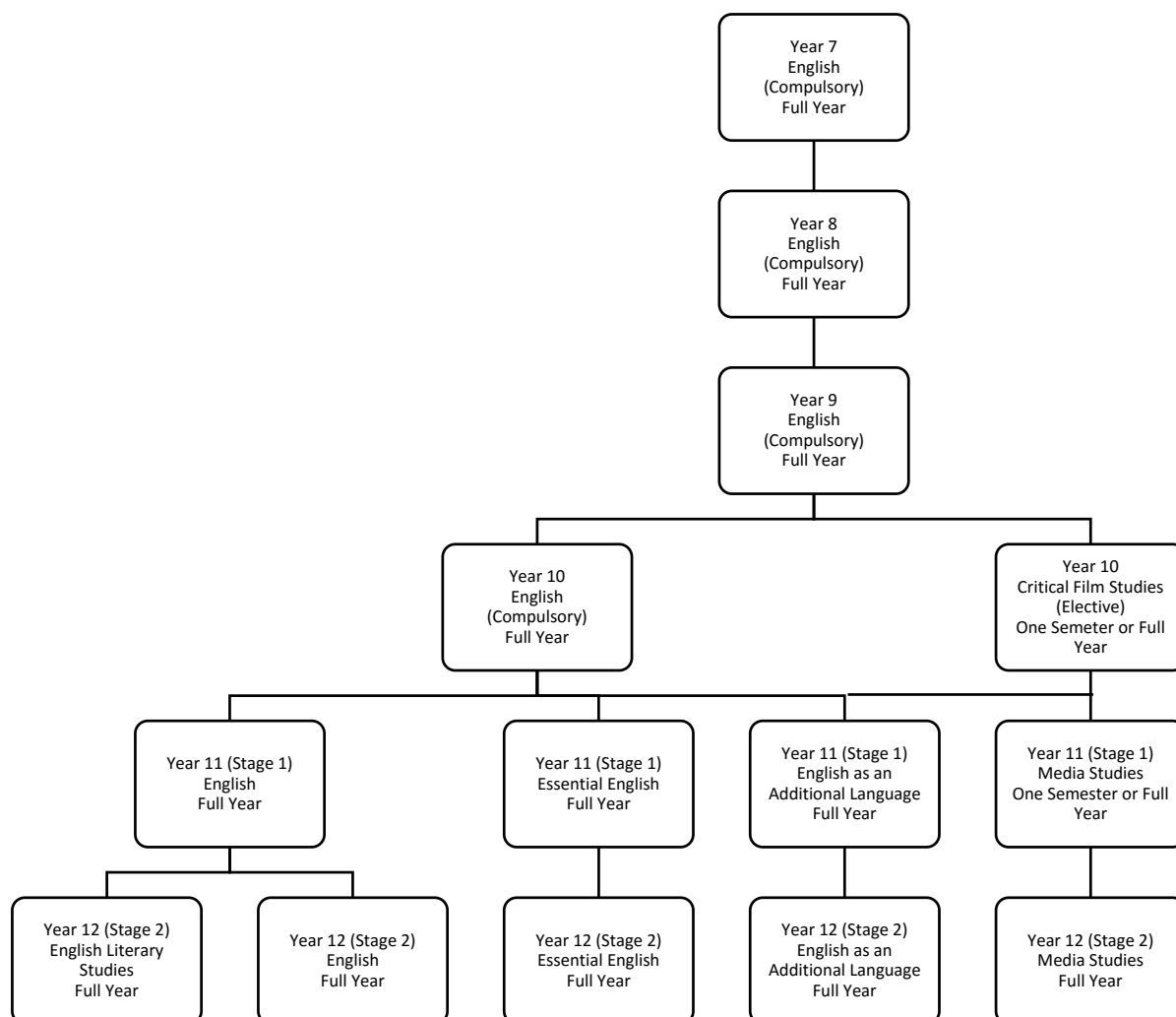
In their plans, students will demonstrate the following learning requirements:

- Identification of learning goals, needs and abilities
- Informed decision making about developing, using, reviewing and adjusting their plan
- Understanding and developing their capabilities

Assessment

Students are required to demonstrate their learning by providing evidence of their performance. Students will be required to undertake between 4-5 assessment tasks based on the learning requirements outlined above. Students must achieve a C grade or better to be successful in this subject and meet the requirements of the SACE.

ENGLISH



Notes:

- Year 11s must choose at least one strand of English at Stage 1.
- Students may move to a lower level of English (right to left) midyear or end of year in either Year 10 or Year 11.
- Students selecting a Year 12 subject are expected to complete the full year.
- Please note that in 2016 Stage 1 English will be taught in line with the new SACE Australian Curriculum compliant courses that were accredited in mid-2015. Stage 2 English courses, however, will be taught in accordance with current SACE guidelines in 2016, but will be replaced by the new SACE courses in 2017.

Subject Name:	English
Level of Study:	Year 10
Length of Course:	Full Year
Prerequisite:	Satisfactory completion of Year 9 English

Course Description

Aims:

Through their study and use of texts and language, as per the Australian Curriculum guidelines, by the end of Year 10 students should be able to:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop an interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content Summary

Students are required to read and respond to texts as well as produce texts.

Responding to texts

Students explore a range of texts composed for different purposes and in a range of forms, including written texts and films. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Creating Texts

Students provide evidence of the extent and quality of their learning in producing text in written, oral or multimodal form.

Assessment Procedures

Assessment Component 1: Coursework

Coursework will include written and oral work, tests, essays, presentations, homework exercises and assignments.

Assessment Component 2: Examination

There will be examinations at the end of Semester 1 and Semester 2.

The examination will consist of a critical reading exercise based upon a reading of one or more short texts which may be in a variety of forms. The examination will be of 90 minutes duration.

Subject Name:	Critical Film Studies
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	Must also complete a full year of English at Year 10

Course Description

Aims:

Through their study and use of film texts and film language and techniques, by the end of each unit students should be able to:

- Show a developing proficiency in thinking, writing and speaking about film.
- Consider critically a range of film texts across a range of contexts and genres.
- Demonstrate an understanding of the variety of ways film creates meaning.
- Demonstrate an ability to use knowledge, skills, research and experience and apply them analytically to evaluate film texts.
- Demonstrate a critical understanding of the historical, socio-cultural contexts of film.
- Develop and apply an understanding of film language and style.
- Produce a short narrative film demonstrating their knowledge and understanding of the art of film-making.

Content Summary

Students will critically study at least three film texts each semester to enhance their appreciation of film. They will explore the historical and socio-cultural contexts of film, as well as the narrative and stylistic features of different genres. They will apply their learning in practical tasks.

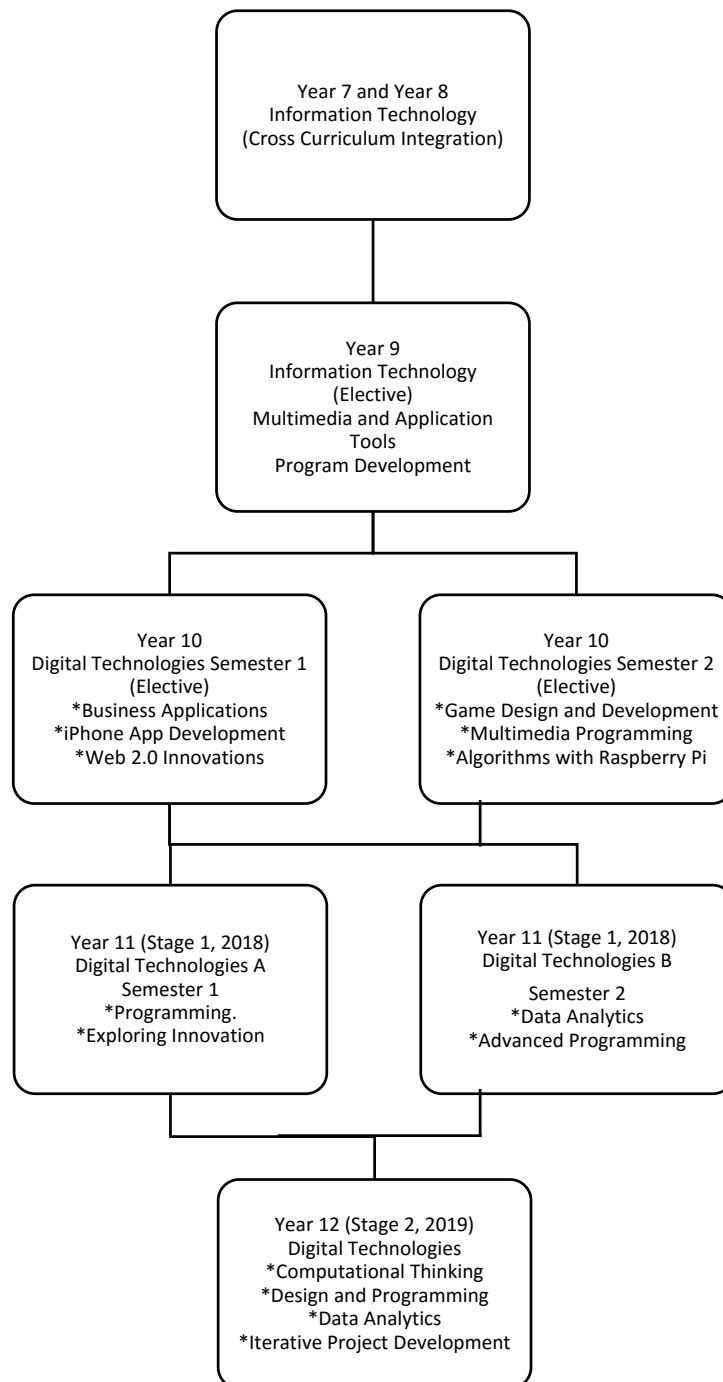
Assessment Component

Coursework

This will include tasks set in modes such as essay writing, tests, discussion papers, oral presentations, film-making and an independent study.

There will be examinations.

Digital Technologies



Notes:

- This flow chart is indicative of the pathway to be taken by current Year 9 students.
- Year 10 students can choose Digital Technologies as an elective for either one or both semesters.
- There are no prerequisites for Year 11 Digital Technologies. However, students who have completed at least the Programming unit will have a strong advantage.
- Year 11 Digital Technologies is highly recommended for Year 12 Digital Technologies.

Subject Name:	Digital Technologies
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	None

Course Description

Digital Technologies replaces Information Technology, which was taught previously. The course structure will alter slightly to reflect changes to the Year 11 (2018) and Year 12 (2019) learning and assessment programs.

Semester 1 – Engineering Design Technologies

This course is structured to expose students to aspects of engineering across a variety of fields and opens up pathways into avenues of design, electronics, information technology and manufacture. Students will complete at least two of the following topics:

- Mechanical and Electrical Engineering – Investigating Robotics and controls systems to apply design thinking, creativity, innovation, enterprise and project management skills
- Computing Systems – Developing functional computer system solutions using open source operating systems on a microprocessor (Raspberry Pi or NodeMCU). Students manage their device using the command-line, and investigate networking requirements.
- Architectural and Civil Engineering – 3D design and build a model of a shipping container for disaster relief with an augmented reality overlay. Students investigate and make judgments about how properties and characteristics of resources can be combined to produce designed solutions appropriate for purpose, with consideration of ethics, social values and sustainability factors

Semester 2 – Programming

The course is structured to engage students in aspects of computing that would be beneficial for future education and career pathways. This course covers two sections

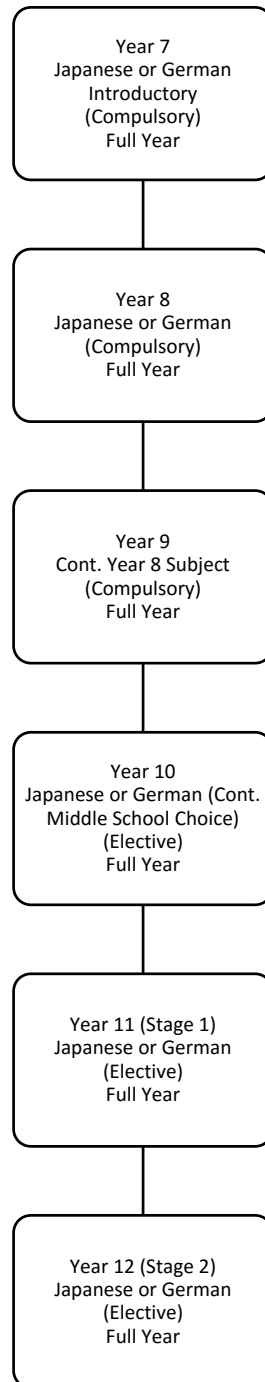
- Game Design – Students investigate and develop interactive games using agile development techniques to iteratively and collaboratively develop software that meets user requirements
- Web Development – Students create their own website using modern web languages, such as HTML5 and CSS. They explore interactive web apps through JavaScript, and plan a web project that will benefit their community.

Assessment Procedures

The following assessment enable students to demonstrate their learning:

Assessment Type 1	Folio consisting of coursework and extended responses
Assessment Type 2	Skills Tasks.
Assessment Type 3	Projects.

LANGUAGES



Subject Name:	German
Level of Study:	Year 10
Length of Course:	Full Year
Prerequisite:	Successful Completion of Year 9 German

Course Description

In Year 10, students will:

- Acquire a deeper understanding of how language works, in the key areas of listening, speaking, reading and writing.
- Develop the ability to communicate with more complex German language constructions.
- Continue their comparative language studies of English and German.
- Further their understanding of the differences and similarities between German and Australian culture.
- Gain a clear understanding of what is expected of them in SACE German.

Learning Requirements

At the end of the Year 10 German program, students should be able to:

- Identify key items of information
- Structure ideas to form a cohesive text and demonstrate a logical sequence
- Compare information from a variety of sources to make decisions for the present or future
- Use imaginative or expressive language to inform and to debate with others

Content Summary

The course is supported by a variety of senior texts and ICT tools. These resources focus on the following language and cultural concepts:

- Past and future tenses, reflexive and separable verbs, making comparisons, adjective and case endings, subordinating conjunctions, and two-way prepositions
- Berlin and other German-speaking nations
- Heimat (homeland)
- Coming of Age – rights and responsibilities
- Personal Description – relationships and feelings
- Youth Issues
- The environment
- Holocaust and East German history.

In addition to these topics, students will develop their research and analysis skills, using the internet and multimedia to reflect upon the differences and similarities of German and Australian language and culture.

Assessment Procedures

Assessments include a variety of written, listening and oral tasks, grammar and vocabulary tests, as well as cultural activities relevant to the topics studied. A 90 minute examination is held at the end of each semester.

Subject Name:	Japanese
Level of Study:	Year 10
Length of Course:	Full Year
Prerequisite:	Successful completion of Year 9 Japanese

Course Requirements

The Year 10 students will use the iTomo 3/4 textbook and explore the linguistic and cultural components that surround learning Japanese at this level. They will be encouraged to reflect on their language learning and explore connections between their own culture and Japanese culture. They will develop the ability to communicate in Japanese using more complex grammar structures and vocabulary. Skills will be enhanced across speaking, listening, reading and writing and they will be prepared for the Stage 1 SACE Course.

Learning Requirements

At the end of the programme in Japanese at Year 10 level, students should be able to:

- Listen and respond to texts and interpret meaning
- Develop thinking skills and make connections between a range of texts
- Identify and analyse patterns and systems of language in Japanese
- Engage in conversations to exchange information.

Content Summary

Course content is organised in a manner that demonstrates a range of grammatical tasks, cultural assignments and speaking activities. Six themes of work are studied covering many topics and sub-themes.

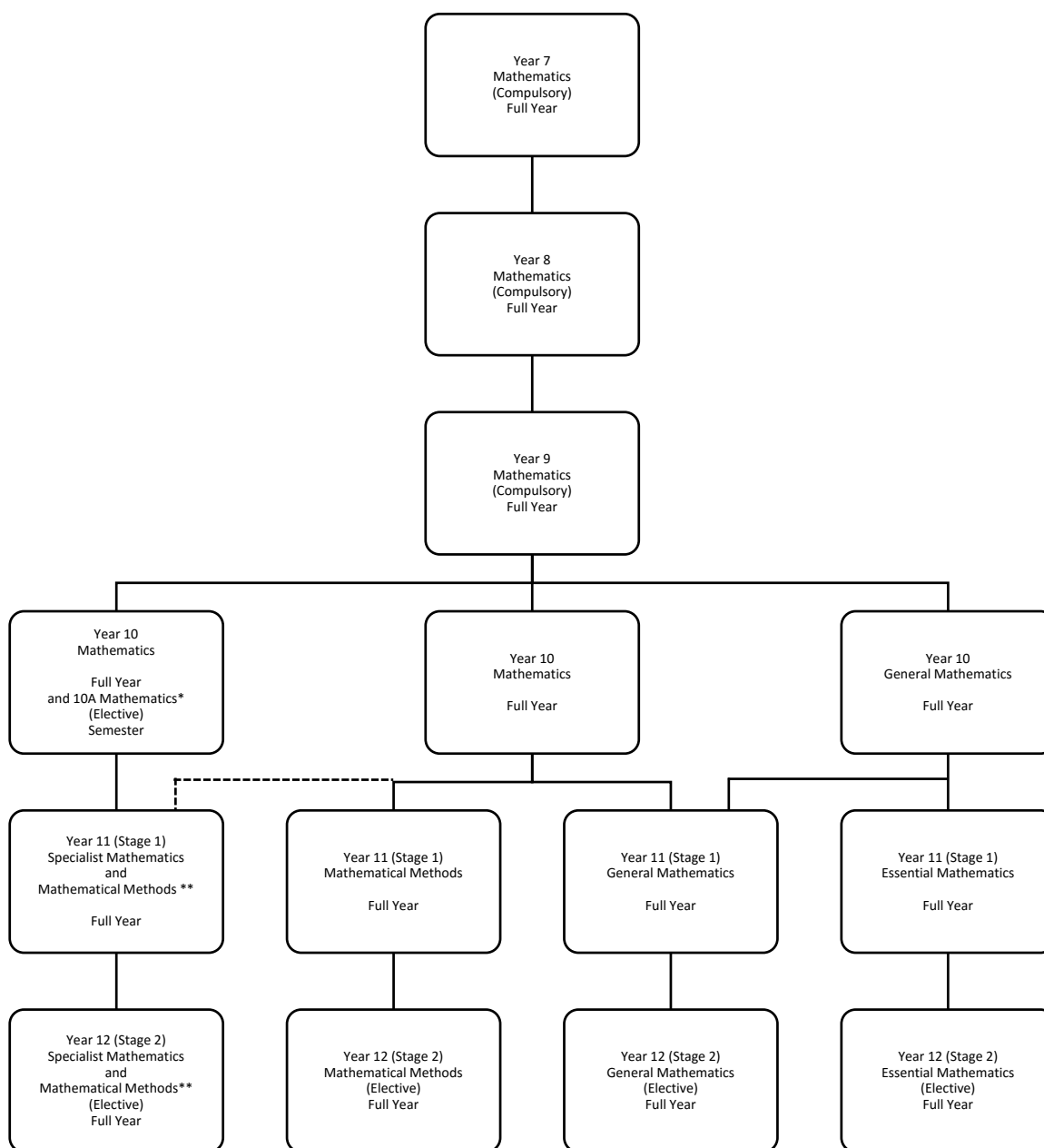
- Growing up in Japan and Australia – Past Tenses
- School and Study – Negative Form of Adjectives
- Popular Foods in Japan – Te Form
- Leisure Time – Plain Form
- Excursions and Outings – Location Words, giving directions
- Modern and Traditional Japan

Regular cultural topics are incorporated into each theme of study. Students undertake a variety of tasks on school, sports, family, daily routine, and likes and dislikes.

Assessment Procedures

Assessment includes reading and listening comprehensions, grammar and vocabulary tests, and end of unit revision tests. Research assignments in English on cultural topics will also be assessed. Students will also undertake oral reporting and creative writing essays.

MATHEMATICS



Notes:

* 10A Mathematics is not compulsory for the study of Specialist Mathematics but is strongly recommended.

**Mathematical Methods can be studied as a single subject; however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

- Year 11s must choose at least one strand of Mathematics at Stage 1.
- Students may move to a lower level of Mathematics (left to right) midyear or end of year in either Year 10 or Year 11.
- Students selecting a Year 12 subject are expected to complete the full year.

Subject Name:	Mathematics
Level of Study	Year 10
Length of Course:	Full Year
Prerequisite:	Successful completion of Year 9 Mathematics to a C standard minimum or better

Course Description

Learning Requirements:

- At the end of the Year 10 Mathematics programme confidence in their ability to do Mathematics.
- Developed skills in computation and problem solving.
- Developed the ability to apply Mathematical ideas, rules and procedures to particular situations and problems.
- Developed an appreciation of Mathematics as a relevant and useful activity.
- Acquired a background of mathematical knowledge, concepts, symbolic representation and terminology appropriate to their stage of mathematical development.
- Developed positive attitudes towards Mathematics.

Content Summary

(more detail is available on the Australian Curriculum website,
www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10#level=10)

Number and Algebra

- Money and Financial Mathematics – compound and simple interest
- Patterns and Algebra – common factors, algebraic products and quotients, algebraic fractions, binomial products and factorisation, substitution
- Linear and Non-Linear relationships – solving linear equations and inequalities, simultaneous equations, parallel and perpendicular lines, relationships between algebraic expressions and graphs, equations with algebraic fractions, quadratic equations

Measurement and Geometry

- Units of Measurement – problems involving surface area and volume
- Geometric Reasoning – proofs involving congruent triangles and similarity, and angle properties
- Pythagoras' and Trigonometry – solve problems involving right angled triangles

Statistics and Probability

- Chance – two and three step chance experiments, with and without replacement, independence, 'language' of chance and conditional statements
- Data Representation and Interpretation – quartiles and interquartile range, box plots, histograms, dot plots, scatter plots, relationship between two variables, evaluate statistical reports

Assessment Procedures

- Tests at the conclusion of each chapter (approximately every three weeks)
- Investigations and assignments
- Mid and End of Year Examinations

Graphic Calculators are a compulsory item. Their use is introduced in a number of contexts during the year.

Subject Name:	10A Mathematics
Level of Study:	Year 10
Length of Course:	Semester
Prerequisite:	Successful completion of Year 9 Mathematics to a C standard minimum or better

Course Description

Learning Requirements:

- At the end of the Year 10 Mathematics programme confidence in their ability to do Mathematics.
- Developed skills in computation and problem solving.
- Developed the ability to apply Mathematical ideas, rules and procedures to particular situations and problems.
- Developed an appreciation of Mathematics as a relevant and useful activity.
- Acquired a background of mathematical knowledge, concepts, symbolic representation and terminology appropriate to their stage of mathematical development.
- Developed positive attitudes towards Mathematics.

Content Summary

(more detail is available on the Australian Curriculum website,
www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10#level=10A)

Number and Algebra

- Real Numbers – rational and irrational numbers, logarithms
- Patterns and Algebra – polynomials, factor and remainder theorems
- Linear and Non-Linear relationships – simple exponential equations, parabolas, hyperbolas, circles, exponential functions, graphs of polynomials, factorisation

Measurement and Geometry

- Units of Measurement – surface area and volume of right pyramids, cones and spheres
- Geometric Reasoning – properties of chords of circles
- Pythagoras' and Trigonometry – sine and cosine rules, area of triangle, unit circle, trigonometric graphs and equations, solving problems in 3D using Pythagoras' and trigonometry

Statistics and Probability

- Chance – investigate reports
- Data Representation and Interpretation – mean, standard deviation, use technology to investigate data

Assessment Procedures

- Tests at the conclusion of each chapter (approximately every three weeks)
- Investigations and assignments
- End of Semester Examination

Graphic Calculators are a compulsory item. Their use is introduced in a number of contexts during the year.

Subject Name:	General Mathematics
Level of Study:	Year 10
Length of Course:	Full Year
Prerequisite:	Successful completion of Year 9 Mathematics

Course Description

This course is developed to cater for students who require additional support in Mathematics. They cover the same topics and content as the Year 10 Australian Curriculum but with a practical interpretation to help students meet the minimum requirements of the achievement standards. It focuses on consolidating core mathematical concepts and developing vital literacy and numeracy skills. Content in the second semester may be adjusted to suit the cohort of students.

Learning Requirements

- At the end of the Year 10 Mathematics programme confidence in their ability to do Mathematics.
- Developed skills in computation and problem solving.
- Developed the ability to apply Mathematical ideas, rules and procedures to particular situations and problems.
- Developed an appreciation of Mathematics as a relevant and useful activity.
- Acquired a background of mathematical knowledge, concepts, symbolic representation and terminology appropriate to their stage of mathematical development.
- Developed positive attitudes towards Mathematics.

Content Summary

(more detail is available on the Australian Curriculum website, www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10#level=10)

Number and Algebra

- Money and Financial Mathematics – compound and simple interest
- Patterns and Algebra – common factors, algebraic products and quotients, algebraic fractions, binomial products and factorisation, substitution
- Linear and Non-Linear relationships – solving linear equations and inequalities, simultaneous equations, parallel and perpendicular lines, relationships between algebraic expressions and graphs, equations with algebraic fractions, quadratic equations

Measurement and Geometry

- Units of Measurement – problems involving surface area and volume
- Geometric Reasoning – proofs involving congruent triangles and similarity, and angle properties
- Pythagoras' and Trigonometry – solve problems involving right angled triangles

Statistics and Probability

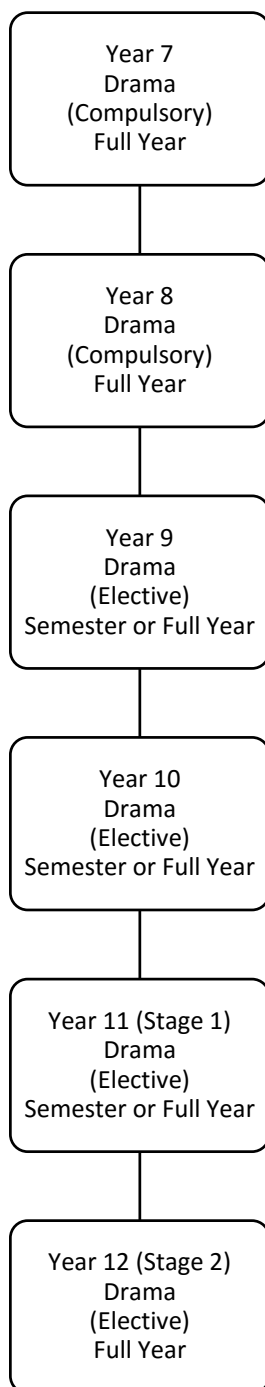
- Chance – two and three step chance experiments, with and without replacement, independence, 'language' of chance and conditional statements
- Data Representation and Interpretation – quartiles and interquartile range, box plots, histograms, dot plots, scatter plots, relationship between two variables, evaluate statistical reports

Assessment Procedures

- Tests at the conclusion of each chapter (approximately every three weeks)
- Investigations and assignments
- Mid and End of Year Examinations

Graphics Calculators are a compulsory item. Their use is introduced in a number of contexts during the year.

PERFORMING ARTS - DRAMA



Notes:

- At this stage there is no prerequisite for Year 10, Year 11 or Year 12 Drama, but studying Senior Drama prior to Year 12 provides a strong advantage and is highly recommended.

Rationale of Drama at Pulteney

Drama is not simply for those who wish to pursue a career in theatre, media or film industries. The life skills we aim to explore in Drama at Pulteney include communication, collaboration, event management, creativity and independence. Students with an English focus will find Drama complements the English curriculum, reinforcing a range of literacies through enjoyable performance experiences and practical activities.

Subject Name: Drama
Level of Study: Year 10
Length of Course: Semester or Full Year
Prerequisite: None

Course Description

Learning Outcomes

- Demonstrate skills and imagination in physical and vocal expression
- Demonstrated understanding of dramatization techniques and strategies
- Demonstrated understanding of the 'page to stage' process
- Understanding of Drama in an historical context
- Demonstrated understanding of the importance of theatre in the community
- Collaboration and co-operation skills

Content Summary

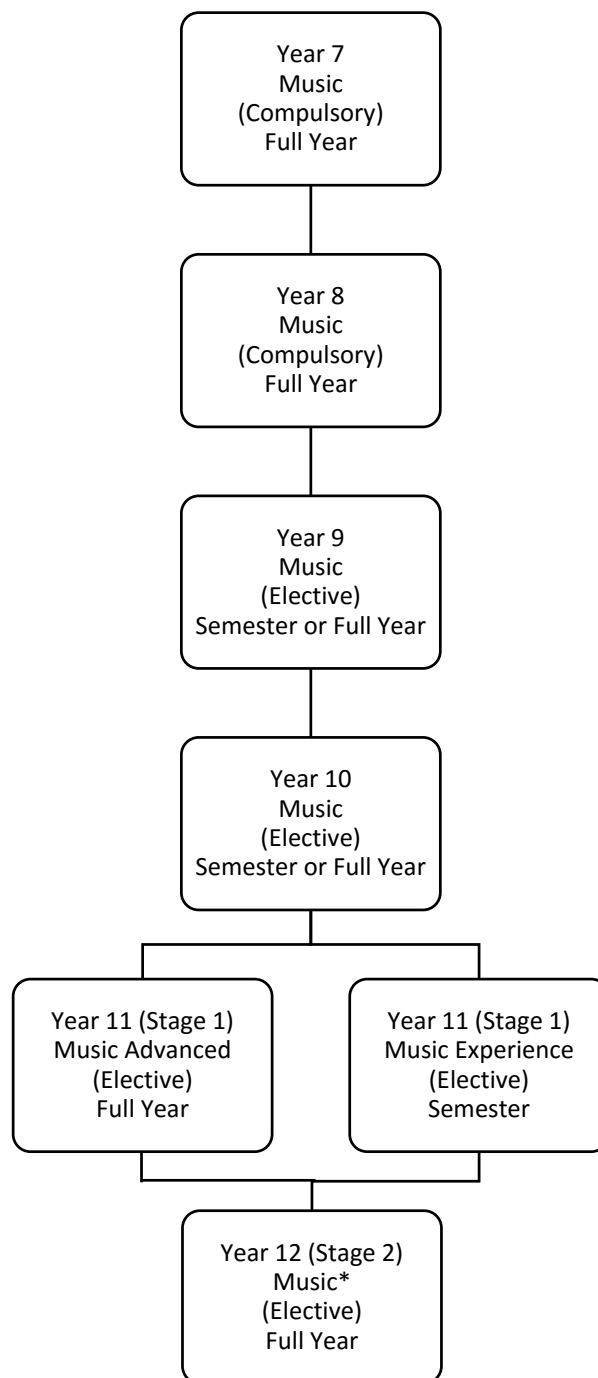
- Group performance of a devised work
- Dramatizing of text through research, rehearsal and performance
- Theatre in context
- History of Drama (20th Century) and style
- Tutorials
- Excursions to live theatre events

Assessment Components

Weighting may vary slightly according to specific course requirements and the student cohort.

- Major Performance 30%
- Written Assignments (including theatre review) 40%
- Practical tasks and workshops 30%

PERFORMING ARTS - MUSIC



Notes:

* Music at Year 12 (Stage 2) has 7 elective units (10 credits per unit). Discussion and consultation with the Head of Music is essential when choosing units. Not all units may be offered in any given year and this is dependent on student interests and staff expertise.

Units include:

- Musicianship
- Music Technology
- Individual Study
- Ensemble Performance
- Solo Performance
- Performance Special Study
- Composing and Arranging

Subject Name:	Music
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	Some music background in theory is required (Grade 2 AMEB minimum) and students must be undertaking instrumental/vocal lessons.

Course Description

Learning Outcomes

Students will:

- Increase their confidence in solo and ensemble performance
- Learn and refine their skills in either class-based or school-based ensembles
- Will increase their understanding of the context of music in performance
- Will extend their listening, theoretical and creative skills
- Will be exposed to music industry compositional skills

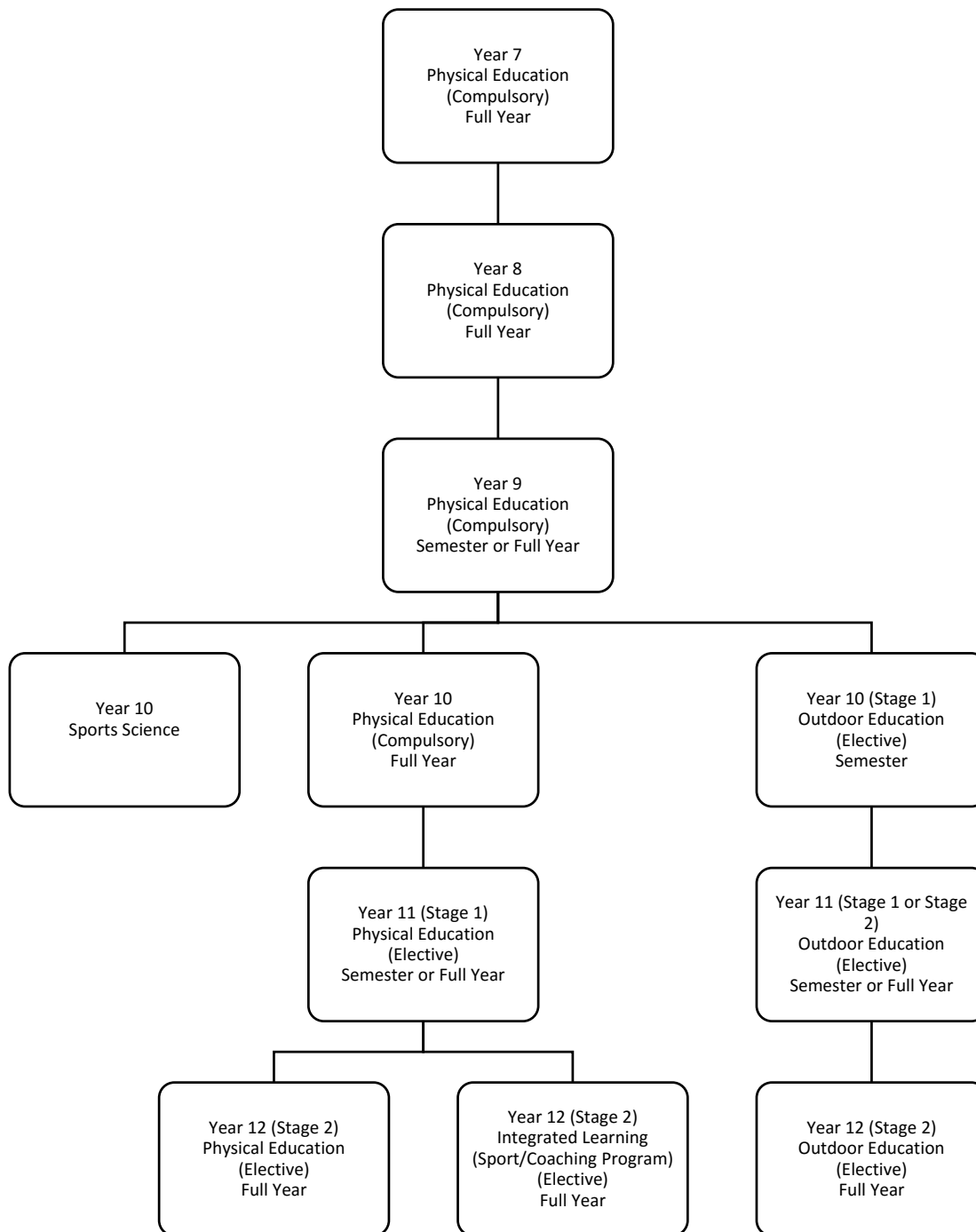
Content Summary

Musicianship	this covers both written and aural theoretical concepts in Music. This unit is assisted by the use of the computer programme Auralia.
Performance	This is a combination of solo and ensemble performance.
Music in Context	This area involves studying the role of music in society and looks at the history of Western music over the past 1,000 years.
Music Craft	This is the creative side of music and involves a combination of writing original compositions and arranging existing ones. This unit is assisted by the use of the computer program Sibelius.

Assessment Procedures

- Written and aural tests
- Presentations on historical topics
- Solo performances
- Analysis of presented solo works
- Compositional and arranging assignments
- Participation in class ensembles
- Musicianship examination

HEALTH AND PHYSICAL EDUCATION



Notes:

- Year 12 students are able to study Stage 2 Physical Education or Stage 2 Integrated Learning having preferably studied Stage 1 Physical Education
- Stage 1 Outdoor Education can be chosen at either Year 10 or Year 11 and Stage 2 Outdoor Education can be selected at either Year 11 or Year 12, preferably with Stage 1 Outdoor Education studied the year prior.

Subject Name:	Physical Education
Level of Study:	Year 10
Length of Course:	Full Year
Prerequisite:	None

Course Description

Learning Requirements

At the end of the programme students should be able to:

- Demonstrate practical skills and techniques specific to a variety of human physical activities
- Interpret and apply (independently, with groups and in teams), effective skills specific concepts and ideas, strategies, techniques, rules and guidelines
- Demonstrate knowledge and understanding of the nature of physical activity
- Analyse and reflect on the implications of physical activity for personal and community health and well-being
- Interact collaboratively, and demonstrate initiative and leadership.

Content Summary

Each unit is divided into 4 – 5 week blocks of practical units in a variety of sports or activities.

Activities that may be offered include:

- Baseball/Softball
- Volleyball
- Table Tennis
- Badminton
- AFL Football
- Touch

Likely theory topics covered include:

- Fitness
- Body systems
- 1st Aid
- Australia's Sporting Identity

Assessment Procedures

Practical units are assessed via an observational checklist and assignments related to fitness, rules and tactics of the game (70%).

Health units are assessed through student participation, group work, assignments, tests, oral or role-play situations, class activities and computer research assignments (20%).

Examination (10%).

Subject Name:	Outdoor Education
Level of Study:	Year 10 (Stage 1)
Length of Course:	Semester
Prerequisite:	A good level of physical fitness is required. All components of the course are compulsory

Course Description

Physical Education is a core subject within the curriculum and as a student progresses through their secondary years more choices and specialisation should be provided. The Year 10 Outdoor Education course aims to provide students with the opportunity to begin study within a field that has many varied options. These options include study of outdoor recreation as part of leisure activities or the study of Wilderness areas and sustainability, or the study of biodiversity and the water cycle. This course will also provide students with the opportunity to experience a variety of practical options that would not normally be offered to a main-stream Physical Education course. An example of this could be completing a boat handling course as part of an aquatics unit.

Learning Outcomes:

At the end of the programme students should be able to:

- Demonstrate the application of skills for participating in human-powered outdoor journeys or journeys that use natural forces
- Evaluate and communicate information about the natural environment and outdoor journeys
- Demonstrate responsibility for themselves and for other members of the group in conducting safe and effective outdoor journeys
- Identify and apply the appropriate risk management practices of the outdoor industry
- Identify and apply the appropriate skills to minimise the impact of human-powered journeys on natural environments
- Identify issues that concern the sustainable use of natural environments, including, for example, indigenous perspectives
- Reflect on the personal, group, social and environmental outcomes of participating in an outdoor journey.

Content Summary (example program)

Practical Units (60%)

Major – 15 to 18 hours: Outdoor Journey (Bushwalking or Kayak Trip – 3 days/2 nights)

Minor – 8 to 10 hours: Orienteering/Navigation, Rock Climbing, Outdoor Journey Preparation, Kayak basic skills.

Practical units may vary according to the numbers within the class.

Environmental Units (40%)

A range of activities could include:

- Biodiversity
- Water Cycle (Catchment Areas)
- Sustainability
- Risk Management
- National Parks
- Wilderness
- Minimal Impact
- Outdoor Recreation
- Outdoor Journal or Report (compulsory)

Subject Name:	Sports Science
Level of Study:	Year 10
Length of Course:	Semester
Prerequisite:	None

Course description

Year 10 Sports Science is a course designed to give students with a passion for Health and Physical Education the opportunity to pursue contemporary issues within the field of exercise and sports science.

The major focus of the course and learning is to improve performance, health and participation of individuals, athletes and teams through training, coaching and advice.

This course has been designed to help students develop the expertise to become a leader in exercise and sport science, and have the opportunity to study in the fields of biology, technology, behaviour and best practices that underpin exercise and sport science.

At the end of this course students should be able to:

- Demonstrate practical skills and strategies in a variety of sporting contexts
- Gather, investigate, interpret data and apply this to identify Key Performance Indicators within a range of sports
- Reflect upon and critically analyse their own performances in both theoretical and practical contexts
- Use some of the most contemporary sports technology to analyse and enhance performance
- Identify key leadership strategies
- Ascertain possible tertiary study and career opportunities within the exercise and sport science field
- Effectively communicate with peers in a group environment to work towards a shared goal

Content Summary

The Sports Science course includes a core of knowledge and understanding that will be applied to sporting contexts. Below is a list of potential topics to be studied throughout the course of the semester.

The following content would be addressed within Sports Science:

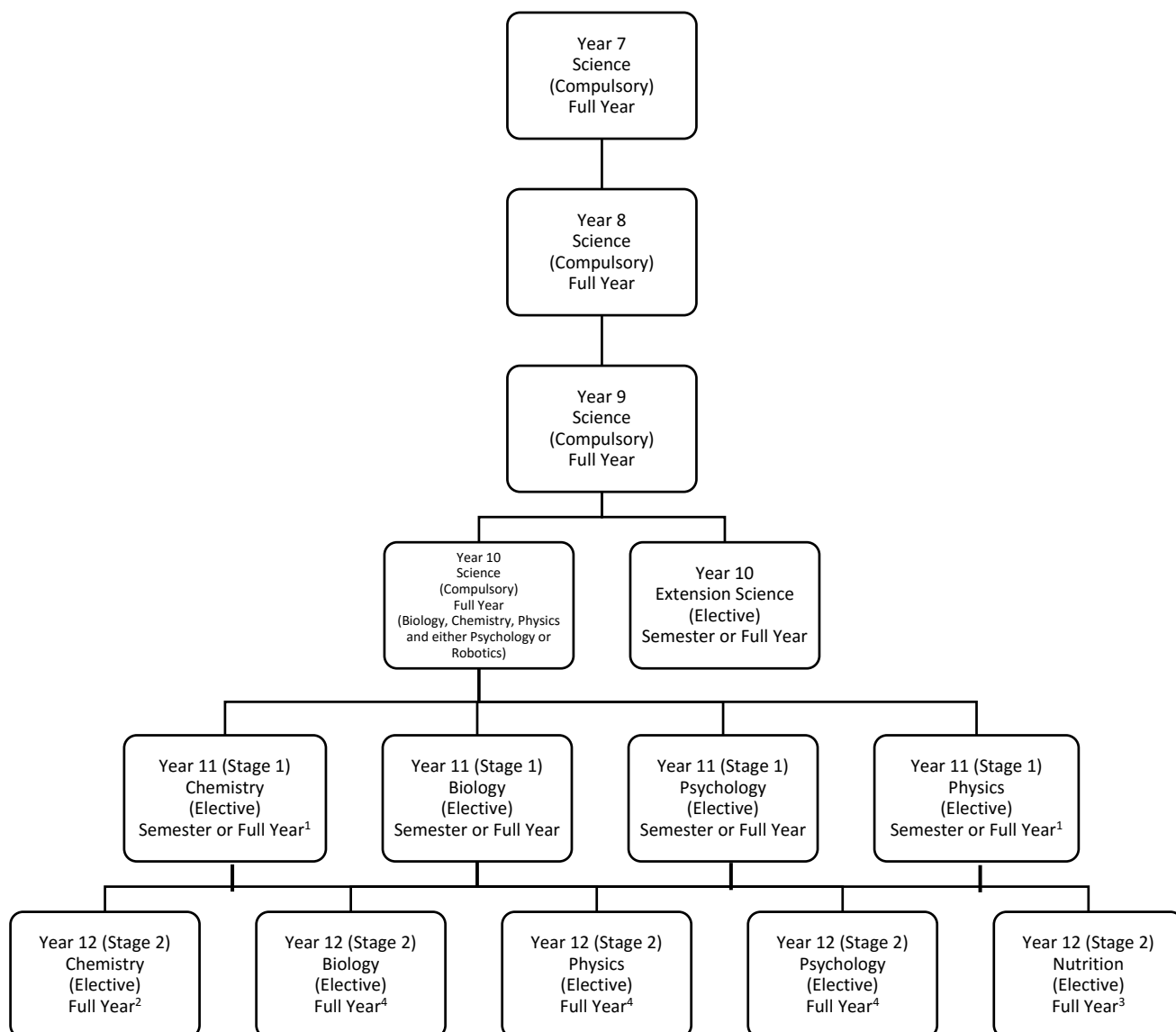
- Use of GPS tracking and analysis in different sports
- Planning and implementation of training programs for athletes
- Theories and practices of leadership and coaching in a sports setting
- Scientific principles of sports nutrition
- Analysis of elite sports performances
- Energy system applications to sport and exercise
- Sport and exercise careers investigation

Assessment Procedures

Practical units are assessed via observational skills checklists and address the students' ability to perform the necessary skills, strategies and tactics, as well as demonstrate initiative and collaboration in a practical setting (60%).

Theoretical assessment pieces are used to assess the students' knowledge and understanding of the course content, along with their ability to critically analyse and evaluate concepts they have studied. These assessment pieces may take the form of tests, written assignments, investigations and or oral/multi-modal presentations (40%).

SCIENCE



Notes:

- ¹Year 11 (Stage 1) students may change subjects after 1 semester but in Physics and Chemistry a satisfactory pass of Semester 1 in the subject is a prerequisite for Semester 2 in those subjects.
- ²Year 11 (Stage 1) Chemistry is a prerequisite for Year 12 (Stage 2) Chemistry
- ³Year 11 (Stage 1) Physics is a prerequisite for Year 12 (Stage 2) Physics
- ⁴Any Year 11 (Stage 1) science subject can be a prerequisite for Biology, Nutrition and Psychology.

Subject Name:	Science
Level of Study:	Year 10
Length of Course:	Full Year
Prerequisite:	None – but it is assumed that students have successfully completed the prescribed Year 9 Science units

Course Description

Learning Requirements

Students will be encouraged to:

- Develop a range of concepts, processes and skills such as designing investigations.
- Obtain information from a variety of sources and critically analyse and evaluate information.
- Apply knowledge to solve a variety of problems
- Develop an understanding of the diverse applications of science in the modern world.
- Develop informed decisions on socially relevant issues related to science.

Each section takes one term and is taken by a specialist teacher.

Content Summary

The Course includes a core knowledge which consists of the following three sections and topics.

Biology

- Genetics and Evolution

Chemistry

- Periodic Table
- Carbon Chemistry

Physics

- Gravity and Forces
- Motion

Students also select one of the following options:

Robotics

- Construct a robot from the LEGO Mindstorm kit
- Design modifications, algorithms and strategies to overcome engineering challenges

Psychology

- Scientific approach to investigating and explaining human behaviour
- Memory

Assessment Procedures

In each topic there will be a major practical, assignment, and test as well as minor assessments.

At the end of each semester there will be an exam, which is counted as a test.

The marks will be apportioned as follows:

Tests	50%
Assignments	25%
Practicals	25%

Subject Name: Extension Science
Level of Study: Year 10
Length of Course: Semester or Full Year
Prerequisite: None – selection is based on aptitude and results in Year 9 Science

Course Description

Learning Requirements

Students will be encouraged to:

- Develop observational and research skills
- Improve their use of scientific language in verbal and written communication
- Increase their understanding of Occupational Health and Safety Issues
- Develop and improve lateral thinking and problem solving skills
- Develop their understanding of the interrelationships within the sciences
- Develop an understanding of the interrelationships between Science and Technology

Content Summary

The course includes a core of knowledge but has a strong emphasis on scientific discovery, interpretation and application to a wide range of problems.

Semester 1 (Potential Topics)

- Practical Science
- Forensic Science
- Cosmology

Semester 2 (Potential Topics)

- Qualitative Analysis
- Cells
- Relativity

The content will be an adjunct to the normal Year 10 Science Course.

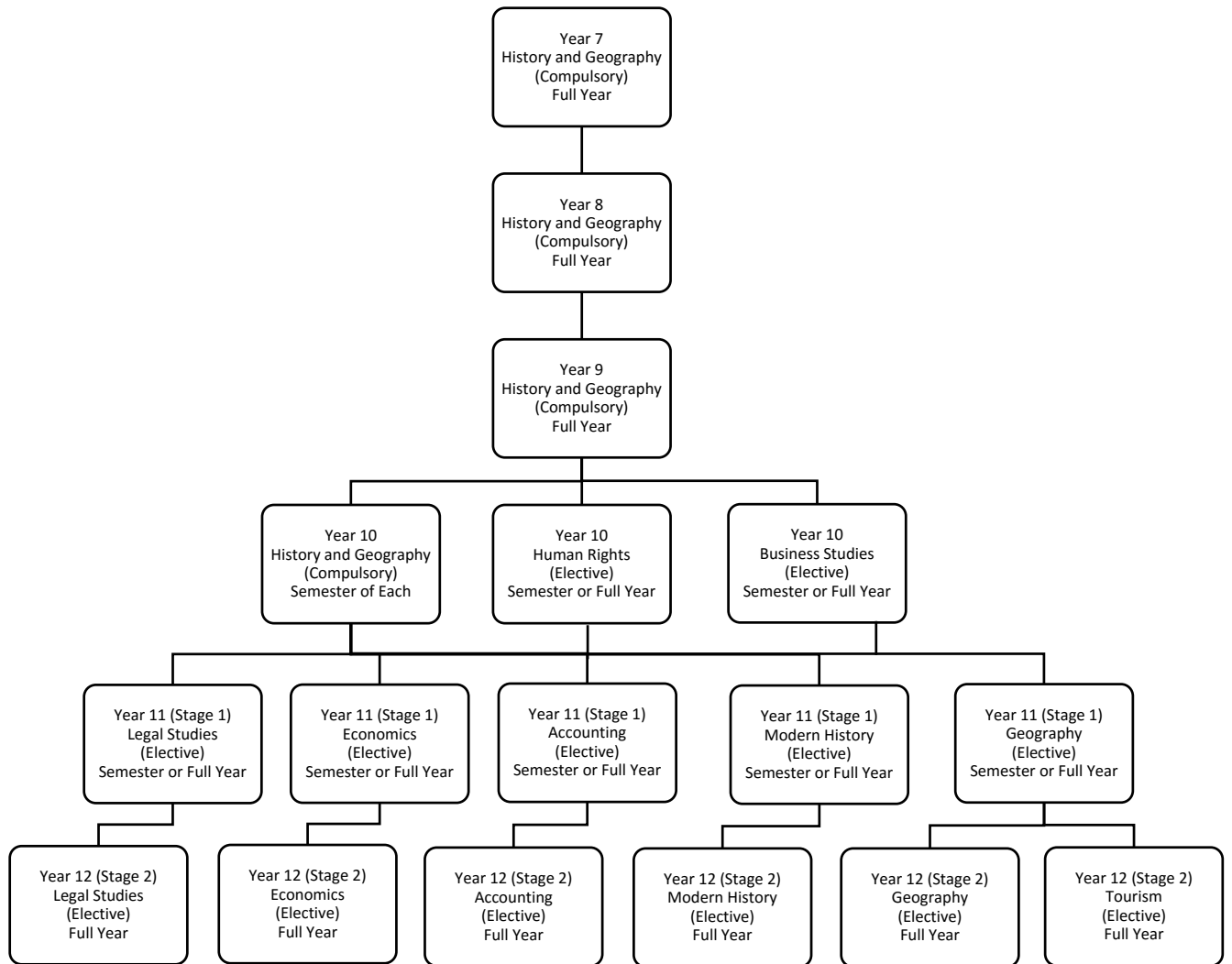
Assessment Procedures

Assessment will include written and oral reports, essays, class presentations and tutorials, homework and research assignments, and semester exams.

The marks will be apportioned as follows

Exam	10%
Assignments	45%
Practicals	45%

HUMANITIES



Subject Name:	History
Level of Study:	Year 10
Length of Course:	Semester
Prerequisite:	None

Course Description

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources.

Course Content

Overview – 10%

Overview content for the Modern World and Australia includes the following:

- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.
- Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping.
- The major movements for rights and freedom in the world and the achievement of independence by former colonies.
- The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War.
- Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.

Depth Studies – 90%

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail.

1. World War II: Students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history.
2. Rights and Freedoms: Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
3. The Globalising World: students investigate how popular culture has shaped Australian society in depth, including the development of the global influence during the twentieth century.

Achievement Standard

By the end of Year 10 students place some of the main events, people and societies they have studied within a chronological framework, with specific reference to dates and terms for describing the past, the duration of particular historical changes, and the locations affected.

- When researching, students develop and enhance inquiry questions and plan an inquiry. They identify and locate a range of primary and secondary sources using information technologies and other methods.

- Students process and synthesise information from these sources and use it as evidence to answer inquiry questions.
- Students analyse and draw conclusions about the usefulness of primary and secondary sources, taking into account their origin, purpose, context and reliability.
- Students suggest reasons for the different points of view, values, attitudes and perspectives that they identify in sources. They explain change and continuity over time with reference to the actions, motives, values of individuals and groups.
- Students make reasoned judgments about the significance of individuals, groups and events. They explain the multiple causes and effects of events.
- Students compose historical texts, particularly explanations and discussions (incorporating historical argument) and use evidence from primary and secondary sources to support their conclusions. They use appropriate historical terms, concepts and appropriate acknowledgement or referencing of source material in their historical texts. They present their findings in a range of forms, in particular written and visual texts, including digital technologies.

Subject Name:	Geography
Level of Study:	Year 10
Length of Course:	Semester
Prerequisite:	None

Course Description

There are two units of study in the Year 10 curriculum for Geography: Environmental Change and Management and Geographies of Human Wellbeing. Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit includes an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Key Inquiry Questions

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Course Content

Unit 1: Environmental Change and Management:

- Human-induced environmental changes that challenge sustainability
- Environmental worldviews of people and their implications for management
- Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management
- Case Study: The Endangered Coastline
- Application of human-environment systems thinking to understanding the causes and consequences of the environmental change being investigated
- The application of geographical concepts and methods to the management of the environmental change being investigated
- The application of environmental economic and social criteria in evaluating management responses to the change

Unit 2: Geographies of Human Wellbeing

- Different ways of measuring and mapping human wellbeing
- Reasons for spatial variations between countries
- Issues affecting the development of places in Africa
- Reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region
- Reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale
- Role of international and national government and non-government organisations' initiatives in improving human wellbeing

Assessment

Assessments will include written and oral reports, essays, class presentations, and homework tasks.

Achievement Standard

By the end of Year 10, students are expected to be able to:

- Explain how the interaction between geographical processes at different scales change the characteristics of places.
- Predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change
- Identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences.
- Propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns.
- Evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.
- Develop and modify geographically significant questions to frame an inquiry
- Collect and critically evaluate a range of primary and secondary sources to answer inquiry questions
- Collect, represent, evaluate, synthesise data
- Present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms
- Explain the predicted outcomes and consequences of their proposal.

Subject Name:	Business Studies
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	None

Course Description

Year 10 Business Studies is an introduction to Australia's economic, legal and financial world. Students receive an introduction to how the economy operates, as well the role of the government in dealing with issues. Key concepts of the Legal System will be studied with reference to past and contemporary events. Students will become aware of the democratic system in which they will soon have a direct influence over through casting their vote. Students will learn the importance of money in an economy, personal finance and how credit and debt impact young people. They will gain a foundation in dealing with financial information.

Course Content

There are four to six topics included in the course in each semester. Each topic has a booklet from which the students will work. The topics chosen will be at the discretion of the teacher taking the course. It is expected that at least four of the six topics will be covered.

Topics include the following:

- Credit
- Financial Literacy, Money
- Economics, Production
- Young People and the Law
- Economics, Trade and Travel
- The Business of Elections
- Marketing
- Pivotal Moments in Economics
- Corporate Crooks
- Judges, The Big Wigs
- Scams and Scamsters
- Enterprise
- Business Forms
- Unemployment

Outcomes

Students will develop an understanding of the economy and the interconnected roles and responsibilities of government, business and individuals. They appreciate that the government acts to keep the economy stable. They realise that the Australian economy is affected by events and changes in the world economy and can give examples of this.

Students will be aware of the Australian Legal System and the fact that the law has a broad and all-encompassing effect on society – the invisible web of the law. They will gain a sound grounding in the legal system, its processes, and its relationship to the business world. Students will be able to participate much more meaningfully in terms of their democratic responsibilities.

Students will be more aware of how to be responsible in their financial affairs. They will have an insight into the processes that take place to maintain sound financial management.

Each topic will have an assessment piece. This will either be a test or an assignment. Each assessment has equal value.

Subject Name:	Human Rights
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	None

Course Description

Through Human Rights, students can become more informed about the social, political, economic, and cultural factors that affect, or have affected, different societies both past and present. Students develop skills to investigate, research, and analyse aspects of different societies.

Students will gain an understanding of how human rights impact culture, value and belief systems, and political and social structures. They will develop an understanding of individual societies and the interdependence of societies, and the skills to reflect on differences and similarities of different societies to the Australian context.

Human Rights also offers student an opportunity to reflect critically upon the significance of factors such as class, ethnicity, power and gender and other factors that affect the individuals and groups within a range of societies.

This subject will develop students' communication skills, and, in particular, their abilities to read critically, write in clear prose, make relevant and informed contributions to class discussions, reference correctly, and present ideas in a variety of ways.

This subject offers students the opportunity to study a range of societies and aspects defining those societies, both in the past and in the present. This may include:

- History
- Culture and cultural diversity
- Social, economic and political structures
- Issues affecting those societies
- Future implications for these societies
- The impact of social justice on national identity

Semester 1 will examine the evolution of human rights from Ancient Greece, followed by two depth studies: firstly, the journey towards racial equality and civil rights in the United States; secondly, the impact of the asylum-seekers crisis both here and abroad.

Semester 2 will focus on Australian indigenous issues, from the History Wars to Reconciliation and beyond, as well as examining the impact of multiculturalism on national identity.

Intended Learning Requirements

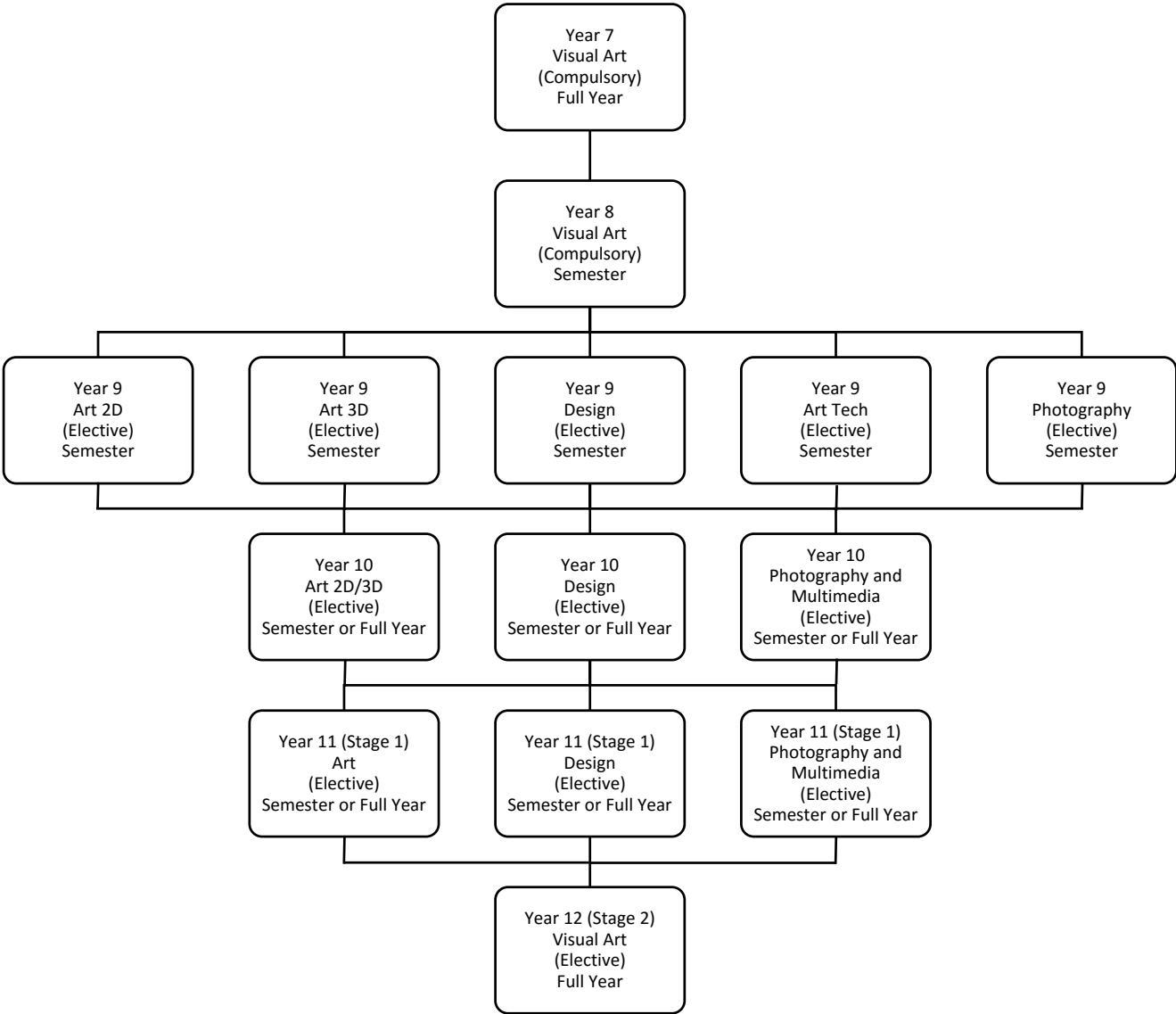
- Demonstrate a broad understanding of human rights, both past and present
- Understand social change occurs in response to competing demands
- Communicate, in a variety of forms, ideas about social justice
- Develop analytical skills in investigating a range of social issues
- Use hypotheses and focusing questions to guide investigations of an aspect of society or social issue.

Assessment

Assessment Component 1 – course work including essays, source analysis, presentations, paragraph and short answer tests, short reports, homework exercises

Assessment Component 2 – end of semester examination

VISUAL ART



Subject Name:	Art 2D/3D
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	None

Course Description

Emphasis is placed upon the development of creative ideas through a variety of 2 Dimensional and 3 Dimensional art media. A more advanced investigation of art elements, skills, techniques and processes is undertaken while sequential planning and experimentation is required. Students are expected to analyse and interpret visual art works and use appropriate language and terminology to express opinions while also gaining an appreciation of the role of art and artists in contemporary society.

Learning Outcomes

Students should be able to

- Conceive, develop and create art works
- Demonstrate individuality, creativity and presentation skills in their art works
- Show evidence of the development of ideas in a visual form
- Demonstrate knowledge of, and facility in, the skills, techniques and technologies associated with making art works
- Demonstrate knowledge of artists and their works through investigation, writing, discussion and visual representation
- Describe, analyse and respond to art works in their social, historical or cultural context

Content Summary

Folio Theory: Teacher-directed visual, theoretical and conceptualisation studies

- Starting points for visual thinking
- Sources of inspiration and influence
- The analysis of artwork relating to theme
- The development of ideas or concepts

Folio: Conceptual and Technical exploratory studies

- The evaluation and review of ideas and progress
- Explorations with genre, media, materials, and technology (where applicable)
- The practice and application of skills
- Annotated comments to clarify thinking

Practical: Ideation towards resolved artwork(s)

- The application of creative thinking and/or problem-solving skills
- The refinement of ideas leading to decisions about the final resolved artwork(s)
- The resolution of artwork(s)

Assessment Procedures

Folio Theory: Teacher-directed visual, theoretical and conceptualisation studies – 30%

Folio: Technical exploratory studies – 40%

Practical: Ideation towards resolved artwork(s) – 30%

Subject Name:	Design
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	None

Course Description

Students gain an appreciation of the role of the design cycle in design conceptualisation, research and production. A more advanced investigation of the design process in relation to product design is undertaken and a problem solving approach is adopted to develop and communicate solutions visually. The role of technology, traditional drawing and model making techniques are given equal emphasis in the development of design concepts. Students are encouraged in their use of appropriate language and terminology, while also appreciating the role of design in society (past and present).

Learning Outcomes

Students should be able to

- Conceive, develop and create design works
- State and refine a design brief or process
- Generate creative and diverse ideas, and evaluate these in relation to a design brief or process
- Present the design(s), using appropriate methods, media and skills
- Demonstrate knowledge of designers and their works through investigation, writing, discussion and visual representation
- Describe, analyse and respond to design works in their social, historical or cultural context.

Content Summary

Design Theory: Teacher-directed visual, theoretical and conceptualisation studies

- Starting points for visual thinking
- Sources of inspiration and influence
- The analysis of design works relating to theme
- The development of ideas or concepts

Folio: Folio development using the DESIGN CYCLE: Design brief – brainstorming – research – ideation – refinement/testing

- The evaluation and review of ideas and progress
- Explorations with genre, media, materials and technology
- The practice and application of skills
- Annotated comments to clarify thinking
- Ideation towards resolved artwork(s)
- The application of creative thinking and/or problem-solving skills
- The refinement of ideas leading to decisions about the final resolved artworks

Practical: The resolution of design work(s)

- Design presentation
- Designer's statement

Assessment Procedures

Design Theory: 10 week theory cycle – 30%

Folio: Design Cycle Exploration – 40%

Practical: Resolution of design work(s) – 30%

Subject Name:	Photography and Multimedia
Level of Study:	Year 10
Length of Course:	Semester or Full Year
Prerequisite:	Year 9 Photography would be desirable

Course Description

This course builds on elements of photography but with greater emphasis upon camera skills and creative photographic techniques. In addition emphasis will be placed on the use of contemporary digital, computer, film, video and multimedia technology and its creative application in the arts. Students will be required to use written language and terminology, plan and document processes while also gaining an appreciation of the role photography plays in the Visual Arts.

Learning Outcomes

At the end of the programme in Year 10 Photography and Multimedia, students should be able to

- Conceive, develop and create art works within a photographic medium
- Demonstrate individuality, creativity and presentation skills in their photography
- Show evidence of the development of ideas in a visual form; demonstrate knowledge of, and facility in, the skills, techniques and technologies associated with creating photographic image-making
- Demonstrate knowledge of photographers, artists and their works through investigation, writing, discussion and visual representation
- Describe, analyse and respond to art works in their social, historical or cultural context.

Content Summary

Folio Theory: Teacher-directed visual, theoretical and conceptualisation studies

- Starting points for visual thinking
- Sources of inspiration and influence
- The analysis of artworks relating to theme
- The development of ideas or concepts

Folio: Conceptual and Technical exploratory studies

- The evaluation and review of ideas and progress
- Explorations with genre, media, materials, and technology (where applicable)
- The practice and application of skills
- Annotated comments to clarify thinking

Practical: Ideation towards resolved artwork(s)

- The application of creative thinking and/or problem-solving skills
- The refinement of ideas leading to decisions about the final resolved photography / multimedia artworks
- The resolution of photography / multimedia artworks

Assessment Procedures

Folio Theory: Teacher-directed visual, theoretical and conceptualisation studies – 30%

Folio: Technical exploratory studies – 40%

Practical: Ideation towards resolved artwork(s) – 30%