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Drama
Length | Full year

Subject Classification | Arts

This course involves the practical study of Musical Theatre. It also includes the study of Naturalism through the viewing, reading and performing of excerpts from Naturalistic Drama. Students will also attend live theatre to view and review the production. In essence, this course aims to lay the foundations to prepare students towards SACE Drama and build performance and ensemble skills.

Course Aims

- Develop performance and ensemble skills
- Interpret, rehearse create and improvise individually and/or in a group
- Develop knowledge and understanding of Musical Theatre
- Develop knowledge and understanding of Naturalistic Drama
- Explore play making through self-devised and script based work
- Develop the ability to analyse and interpret dramatic text
- Introduce students to the process of translating text from ‘page to stage’
- Communicate both orally and in writing their ideas about dramatic works and presentations
- Develop awareness of the role of the audience in a live performance and the skills needed to critically evaluate theatre production.

Scope

Arts Practice
- Dramatic activities, games and exercises
- Prepared and spontaneous improvisation.
- Group Production
- Scene work.

Arts Analysis and Response
- Journal Writing
- Review Writing
- Dramatic text interpretation and analysis

Arts in Contexts
- Study of Musical theatre
- Study of Naturalistic Drama
- Attending live theatre in diverse contexts

Learning Outcomes

By the end of the course students should be able to:

- Use imaginative thought, and an analysis of arts practice, styles, forms and genre to create / recreate arts works
- Draw from a repertoire of skills and integrate a range of techniques, conventions and technologies to demonstrate innovative interpretations of, and solutions to arts ideas
- Works as an individual, or as a team member to purposely convey ideas and intentions to particular audiences
- Draw from critical analysis, personal research and reviews to interpret and make meaning from arts works and use specialised terminology to provide informed opinions about these works
- Understand and explain the powerful influence that political, social, technological and economic factors have on contemporary arts works
- Conduct independent research, critically analyse arts works from different cultural settings and communicate understanding in written and/or practical form.

English
Length | Full Year

Subject Classification | English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Scope

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

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.
Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes.

These texts explore themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible / verifiable sources) about a wide range of specialised topics.

Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language and dense information supported by various types of graphics and images.

**Strands**

English is organised through three strands:

- Language
- Literature
- Literacy.

**Achievement Standard**

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

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

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

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

**Assessment**

Assessment is cumulative and consists of the following:

- Literature studies
- Response to a text
- Text production
- Oral presentations
- Genre writing
  - Recount
  - Exposition
  - Narrative
  - Procedural
  - Explanation
  - Information Report
- Mass media
- Film studies
- Poetry
- Critical literacy.

**Food Technology (Hospitality)**

**Length | One Semester**

**Subject Classification | Health and Physical Education, Design and Technology**

Students continue to build on concepts; skills and processes developed in earlier years. By the completion of this course students will be able to identify the steps in planning the production of designed solutions. They continue to develop their time management, team work, collaboration and organisational skills to identify and establish food and safety procedures.

Students have opportunities to create, design, evaluate and make connections between the theory and practical components of the course.

**Course Aims**

**Food focus**

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities.

**Technology context**

- Knowledge and understanding of measurements and weights
- Processes and production skills.

**Scope**

- Kitchen chemistry
- Wet cooking
- Dry cooking
- Food and nutrition in Australia
- The Australian Guide to healthy eating
- Food groups
- Other foods
- Food related conditions: food allergies and intolerances
- Food related conditions: life-style diseases
- Food miles
- Packaging and marketing.

**Learning Outcomes**

By the end of the course, students should be able to:

- Evaluate factors that shape identities and analyse how cultural identity impact the identities of others
- Propose and evaluate responses in situations where external influences may impact on their ability to make healthy food and choices
- Investigate how empathy and ethical decision making contribute to respectful choices
- Evaluate and apply health information from a range of sources to healthy food decisions and situations
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- Plan and evaluate new and creative interventions that promote their own and others connection to community
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities.

**Assessment**

Assessment is cumulative and consists of the following:

- Practical tasks
- Workbook activities
- Assignments
- Evaluations.

**Humanities**

**Length | Full Year**

**Subject Classification | Studies of Society and Environment**

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture.

It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

**Scope**

Course content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies and to consolidate understanding through a review of the period.

**Learning Strands**

- Historical knowledge and understanding
- Historical skills.

**Achievement Standards**

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.

Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources and they reference these sources.

**Assessment**

Assessment is cumulative and consists of the following:

- Examinations
- Research projects
- Oral / written presentations
- Tests.
Mathematics
Length | Full Year Subject

Subject Classification | Mathematics

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Scope

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

Learning Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

Assessment Standards

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids.

They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations.

They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Tests
- Assignments and directed investigations
- Documentation of mathematical procedures
- Mental strategies.

Modern Greek
Length | Full Year

Subject Classification | LOTE

Year 10 Modern Greek is a practical communicative course where students decode a range of linguistic structures and features in written and aural texts. They identify and understand the structures and characteristics of these text types and focus on the development of explicit grammatical skills.

Students will use the Modern Greek language with a degree of fluency, accuracy and appropriateness in activities that involve all of the three strands of language: Communication - listening, speaking, reading and writing; understanding language and understanding culture.

Course Aims

- Promote ability to communicate in Modern Greek;
- Extend understanding of the culture and way of life in Greece, in other countries where the Greek language is spoken and in those communities within Australia where the Modern Greek language is being used
- Develop understanding of language as a system
- Assist students to acquire transferable cognitive, social and learning skills
- Encourage and extend students’ enjoyment of language and language learning
- Extend general literacy.
Scope

- Who are we? A description of one’s self
- A famous person
- National and Religious Traditions
- Easter
- Family Relations and the Generation Gap
- Mother’s Day
- Research: The Aegean Islands
- Plans for the future / goal Setting
- Occupations
- Poetry
- Christmas.

Learning Outcomes

- Demonstrate comprehension of major themes, ideas and cultural aspects in a range of extended texts
- Engage in conversations and class discussions to present personal opinion, share information and ideas and make decisions on topical issues
- Demonstrate comprehension of extended texts by identifying and making comparisons between perspectives across cultures
- Write to convey personal experiences, ideas, opinions and plans and develop an argument on topics of interest
- Demonstrate how purpose and contexts influence the way meaning is conveyed and demonstrate knowledge of how cultural values and practices are expressed in language
- Demonstrate knowledge of cultural values and practices in Modern Greek use and compare and contrast values and practices across cultures.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Oral presentations / interactions
- Listening / reading and responding
- Written tasks
- Culture and society.

Music

Length  |  Full year

Subject Classification  |  Arts

Year 10 Music is for mixed ability students who have had at least one or more years of experience on an instrument. The main focus of this subject is: performance on keyboard, guitar and drum / percussion, reading, writing music notation and rhythms.

Prerequisites

AMEB Grade 2 theory and / or successful completion of Year 9 Music.
Student undertaking this course must have some experience on an instrument or in voice or will be commencing study on an instrument or in voice.

Course Aims

- To develop students’ awareness and appreciation of music
- To engage students in the creation and manipulation of music through composition, arranging and analysis
- To explore music through a variety of cultures and genres, styles and purposes of music across different societies
- To explore music and its genres
- To prepare students for senior music studies.

Scope

- Music appreciation
- Rhythm
- Pitch
- Treble and bass clef
- Simple, compound and odd
- Time signatures
- Notation
- Grouping of notes and rests
- Scale structures
- Key signatures and accidentals
- Ensemble and solo performance.

Learning Outcomes

- By the end of the course students should be able to:
  - Demonstrate listening / aural skills
  - Understand notation
  - Participate in solo and ensemble performance and are encouraged to be involved in any music co-curricular ensemble.

Design and Technology

Designing
Students apply the Design Cycle approach to all creative work.

Planning → Investigating → Evaluating → Creating

In Year 9, students apply the design cycle to their work on Own Composition and PowerPoint Presentations.

Making / Creating

- Creating a Composition
- PowerPoint Presentations
- Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists
Critiquing
All students are actively engaged in both reflection writing, as a written task and constructive criticism as an oral task.

Assessment
Assessment is cumulative and consists of the following:
- Course work
- Performance skills on a melodic instrument
- Read and perform basic rhythms on drum-kit
- Demonstration of listening / aural skills
- Demonstration of an understanding of notation
- Identification of pitch (high and low)
- Identify different tone colours
- Co curricular ensemble participation
- Participation in ensemble activities
- Short tests
- Assignments.

Physical Education
Length | Full Year

Subject Classification | Health and Physical Education

The fundamental aim of the Year 10 Physical Education program is to provide for involvement in physical activity in a way which promotes immediate and long term benefits to the student. These benefits can be observed in terms of higher levels of fitness, better health, enjoyable social involvement and the satisfaction derived from skilled performance in individual and group activities.

Course Aims
- To provide the opportunity for students to participate in a range of physical activities
- To achieve a sound level of proficiency in a range basic coordination and movement skills
- To develop concepts of personal excellence and to strive for personal goals
- To have an understanding of and apply knowledge of rules and tactics appropriate to the chosen skills
- To demonstrate an ability to work both individually and in a group, to develop communication and interpersonal skills.

Scope
Practical - may consist of the following:
- Korfball
- Ultimate frisbee
- Fitness and conditioning
- Indoor cricket
- Touch football
- Handball
- Badminton
- Slide Hockey

Courses
- Ringette / ice skating.

Learning Outcomes
By the end of the course students should be able to:
- Formulate goals and apply strategies to enhance participation in lifelong physical activities
- Successfully work as part of a team
- Demonstrate an improved level of overall fitness
- Apply new skills learnt to game situations
- Demonstrate an understanding of why overall fitness is important and how to achieve suitable levels of fitness.

Design and Technology

Designing
Fitness Checklist
Considers factors that enhance or impede ability to achieve and/or maintain fitness (e.g. motivation).

Making / Creating
Researches and documents own fitness.

Critiquing
Measures own performance against set goals and modifies factors affecting achievement in a particular physical activity.

Assessment
Assessment is cumulative and consists of the following:
- Practical application
- Performance Checklist.

Religion
Length | Full Year

Subject Classification | Religion

The emphasis is on commitment as expressed in the life of the church. The challenge to serve God and to be a true disciple of Christ as summed up by the examples of Christ, the Theotokos, the Apostles and Saints, provides an integrative perspective within which the students can think about and make their own purposeful choices.

Course Aims
Religious Education aims to develop students':
- Knowledge of Christianity through exploring the values and beliefs of the Orthodox faith
- Ability to engage in the study of the New Testament and explore Jesus’ ministry and His concern for all people
- An understanding of the link between their faith and concern for others
• An understanding of religious experiences, beliefs, stories, ethics and symbols.

**Scope**

• The history of the Greek Orthodox Church
• Christianity and other religions
• The creed of faith
• Church traditions
• Church customs.

**Learning Outcomes**

By the end of the course students should be able to:

• Examine the way Christians live within the beliefs and practises of the Orthodox faith
• Explore scripture and reflect on the ministry of Jesus
• Consider and analyse various ethical scenarios and provide solutions while taking into account core Christian values and virtues
• Reflect on experience, beliefs and values and how they contribute to a sense of personal identity.

**Assessment**

Religion is an unassessed subject.

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**Science**

**Length | Full Year**

**Subject Classification | Science**

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

**Scope**

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table.

Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

**Strands**

• Science understanding
• Science as a human endeavour
• Science inquiry Skills.

**Learning Outcomes**

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems.

They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including fieldwork and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.

Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

**Assessment**

Assessment is cumulative and consists of the following:

• Examinations
• End of topic tests
• Assignments and guided investigations
• Oral presentations
• Class debates
• Practical reports.
**Extension Science**

**Length of Course: Semester**

Prerequisite: Nil – selection is based on aptitude and results in Year 9 Science.

**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.

**Potential Topics**

- Qualitative Analysis
- Forensic Science
- Elementary Particles

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

**Assessment**

Assessment in this course is based on the following criteria:

Criterion A: Knowing and Understanding
Criterion B: Inquiring and Designing
Criterion C: Processing and Evaluating
Criterion D: Reflecting on the Impacts of Science

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

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**Visual Arts**

**Length | Full year**

**Subject Classification | Arts**

This subject is designed to develop creativity and imaginative thought and to create artworks that explore social, cultural and/or environmental issues.

Students will develop an appreciation for the range of expressive forms employed by artists and promote an understanding of the role of art and artists in society. They will also develop a repertoire of skills, techniques and disciplines required to demonstrate innovative interpretations of, and solutions to art ideas as well as to increase knowledge and appreciation of art and artists.

**Course Aims**

- To develop student confidence in analysing and critically evaluating art
- To acquire foundations of knowledge of aspects of art through personal inquiry and to engage in the development, process and production of art
- To develop work ideas that are related to acquired knowledge of art
- To develop existing skills in the fundamentals of visual arts, aesthetically, technically and conceptually.

**Scope**

Students are required to produce several pieces of work in response to artistic styles and artists, respectively. A Visual Diary is kept throughout the year to document and support all ideas and experiments that lead to final pieces of artwork. Students will learn and employ processes for analysis and interpretation of style and techniques, relative to the themes explored. Students will respond in written form with reasoned and personal view points in response to their own artwork.

**Learning Outcomes**

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

- Conceptualise, plan, make and evaluate visual art works at a relatively high standard
- Demonstrate a practical knowledge of media
- Demonstrate the acquisition of research skills
- Write about aspects of their work and the work of others in a critical and analytical manner
- Demonstrate skilful handling of media.

**Design and Technology**

**Designing**

Students are required to produce several artworks throughout the year based on the knowledge and understanding they have acquired from various artists and artistic styles.
Making / Creating
Students are to create various media using a variety of skills and styles.

Critiquing
Students are required to critique their own work and that of others in their Visual Diary. Students are often encouraged to analyse and critique artwork orally in the form of group discussion.

Assessment
Assessment is cumulative and consists of the following:

- Practical studies
- Final artwork
- Developmental work.