YESHIVAH SECONDARY Year 10 Information Handbook 2018

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ישיבת אהלי יוסף יצחק ליובאוויטש
YESHIVAH COLLEGE
תחת נשיאות כ"ק אדמו"ר מליובאוויטש

COURSE SELECTION

Students in Year 10 have the opportunity to select one of the following options:

- Standard Year 10 program with Jewish Studies
- Mesivtah.

YEAR 10 JEWISH STUDIES PROGRAM

The Year 10 Jewish Studies Program is designed to provide the student with a strong base in Jewish Studies skills and knowledge. The program has two options in 2017.

The program are rich in text and in-depth study, designed to stimulate and engage the Year 10 students.

Time	Year 10	
	Option 1	Option 2
7:15am	Chassidus x 6 (with Mesivtah)	Chassidus x 3
7:50am	Prepare for Davening/ Davening	
8:40/ 8:50am	Breakfast	
9:00/ 9:10am	Gemorah	
11:00am	Recess	
11:15am	Shiur Aleph	Shiur Beis
	Gemorah x 4 / General Studies x 1	Hashkofah x 1 / General Studies x 4
11:55am onwards	General Studies Program	

SUNDAY SCHEDULE

Sunday Cheder from 10.25am until 12.00 noon, is an integral part of the program for students in Shiur Aleph, with the Gemorah Teacher continuing with the Gemorah taught from Monday to Friday.

Time	Jewish Studies - Sunday Schedule
9.00-9.55 am	Davening (Optional)
9.55 – 10.05am	Breakfast (optional)
10.25 am – 12 noon	Gemorah

MESIVTAH (VCAL)

Mesivtah is a full-time Jewish Studies program. The program operates on a timetable independent from the other Year 10 courses and works within the VCAL framework. For more information please refer to the Mesivtah Handbook.

PATHWAYS

Students will be offered a selection of VCE Unit 1 & 2 subjects as part of their Year 10 program. In general, this is a useful strategy for students who are looking to be extended in their studies. Access to Unit 1 & 2 subjects is considered based on individual performance in Year 9 studies and subject demand.

GENERAL STUDIES SUBJECTS including Victorian Certificate of Education (VCE) Subjects

All students in Year 10 will complete the following subjects:

English; Mathematics; Science; History; Geography; VET Ivrit; VCE Legal Studies Unit 1 & 2, VCE Psychology 1 & 2; Physical Education and Health.

It is important to note that students:

- Are offered a broad range of subjects that allow them VCE pathways and do not have to 'anticipate' VCE courses in later years.
- In Year 11 undertake one VCE Unit 3 & 4 subject.
- Who complete the VET Ivrit requirements in Years 9 and 10 will
    - be credited with a VCE Unit 3&4 and will only have to do 5 unit 3&4 subjects instead of 6
    - instead of being given 10% of their 6th VCE subject towards their ATAR score will be granted a Block Credit of 10% of the average of their top four VCE subjects.

ASSESSMENT

Assessment of students at Yeshivah College recognises the individuality of students. It focuses on the positive aspects of student learning, including the processes involved in the learning experience. It identifies strengths and achievements. Teachers ensure that students are clear about what they are expected to accomplish and that assessment focuses upon the positive achievements of the students in attaining the course goals.

Assessment

- Is continuous and is based on a wide range of modes of assessment, including assignments, reports (written and oral), tests, role plays, debates and practical activities.
- Provides more than one opportunity for students to meet the requirements and it reflects a sensitivity to physical and/or intellectual disability and socio-economic status of the student.
- Is made up of class work and other assessment tasks, including examinations held towards the end of each semester.
- The ratio of these components differs within each subject.

Students who do not perform to the expected standard, may be required to re-sit a test/examination and/or learn the material covered by heart.

Repeated poor performance will require a meeting with the parents.

REPORTING

Yeshivah College uses three methods of regular progress and achievement reporting to parents:

1. Ongoing reporting viewed by parents on SEQTA
2. Comprehensive Semester Reports (issued bi-annually at following end-of-semester examinations)
3. Parent/Teacher Interviews (held bi-annually at each level, in March and August)

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PROMOTION POLICY

Students will be required to satisfactorily complete all Year 10 subjects in order to be considered for a place in Year 11.

- Students will have the opportunity to undertake VCE Unit 1&2 subjects and will be expected to fulfil the requirements necessary to complete these Units.

- Should a student find the VCE unit difficult, consultation with parents, the subject teacher and the VCE Co-ordinator will determine further progress.

- Satisfactory attendance at all scheduled classes is required for promotion.

Students wishing to undertake a specific subject in Year 11 will have to have reached a standard of proficiency in the corresponding Year 10 subject.

This applies in particular to the proposed studies of Specialist Mathematics, Maths Methods, Physics and Chemistry.

SUBJECT CHOICES for Years 10 – 12

Year 10 - 2017	**Year 11 - 2018** **Units 1 & 2**	**Year 12 - 2019** **Units 3 & 4**
English	English	English
Mathematics Maths Methods 1&2	Further Maths Further Maths 3&4 Math Methods Specialist Maths	Further Maths Math Methods Specialist Maths
Science	Chemistry Physics	Chemistry Physics
Psychology 1 & 2	Psychology 3 & 4	
Legal Studies 1 & 2	Business Management 3 & 4	Legal Studies 3 & 4
	Economics	Economics
	Accounting	Accounting
VET Ivrit 3 & 4	Ivrit	Ivrit
History/ Geography		
Sport/ Health		
VET Hospitality Cert II	VET Hospitality Cert III	

SUBJECT DESCRIPTIONS - JEWISH STUDIES

Chassidus

Students study a variety of Chassidic texts – Ma'amarim, that develop core Chassidic concepts, delve into the deeper meanings of the Yomim Tovim – Jewish Holidays –and give students an appreciation of the inner dimensions of Torah and Mitzvos.

Learning Outcomes

By the end of Year 10 students should be able to:

- Demonstrate understanding of the basic principles of Chassidic philosophy
- Apply Chassidic interpretations to familiar concepts and sayings in Judaism
- Understand Chassidic concepts of each Ma'amar, be able to use Chassidic terms from each Ma'amar, and translate the texts
- Apply Chassidic principles to daily life.

Assessment Tasks

- Oral and written tests
- End of Semester examination.

Gemorah

The Gemorah studied in the programs and Mesivtah is the same as that studied at Yeshivah Gedolah. One of the major goals at this level is to develop the skill of independent learning with a Chavrusah. Students prepare the Gemorah in pairs and then are given a Shiur which includes explanations and analysis of Rashi, Tosfos and other major commentaries.

Learning Outcomes

- Students will begin to study independently with a Chavrusah
- They will be able to apply concepts to a variety of situations including modern day situations
- Students will be able to read fluently and translate the text.

Assessment

Assessment is through written topic tests, oral tests and end of semester examinations.

Halochah

Shmiras Shabbos Kehilchoso is a sefer that teaches us the laws of Shabbos in a simple format, with chapters devoted to the different Melochos as they are relevant to us today. The sefer was written around fifty years ago for the layman, and in order to make matters perfectly clear the author, Harav Neuwirth z"l uses examples that are common today. The students prepare the paragraphs they have been assigned and write a short summary on it. They then teach the paragraph to the rest of the class.

Halochah – Advanced Level

This is a class of advanced Halachic analysis. Currently the laws that are analysed are primarily Hilchos Kibbud Ov V'eim. The approach is to give the students an appreciation of how these laws evolve. Commencing from the very original codifiers, the Rambam, we then proceed to learn the Tur Shulchan Oruch. The Tur structured the laws in a way that not only makes it comprehensible but also his template is used by all subsequent authors who wrote their own versions of the Shulchan Oruch. He brings a raft of opinions on each subject as well those of his contemporaries. Students then navigate their way through the different commentaries on the Tur. From there they proceed to learn the Mechaber and Ramoh and appreciate their rulings. There we continue to delve into recent Halachic literature to explore diiferences of opinions and endeavours to relate it to modern times.

The main focus of this class is the laws of Erev Shabbos namely, laws of lighting candles and Friday night Tefillos.

Assessment Tasks

Weekly Parsha test (following independent study of the weekly Parsha).

Written topic tests and end-of semester written examinations.

Hashkofah

Hashkofah offers the students the opportunity to tackle modern issues facing Jews today as well as answering age old attacks on Judaism. Students are exposed to the Jewish worldview based on Jewish philosophy and Jewish law. Students are equipped to be able to explain, demonstrate and provide evidence for the differing claims, ideologies and belief systems within Judaism. Presented in a logical and comprehension way, this class aims to instil in students an appreciation of the Torah true way of life.

Learning Outcomes

Students should be able to respond to complex questions with a thoughtful and insightful Jewish view.

Assessment Tasks

- Class Discussions
- Written Responses

English

The English course focuses on developing students' skills in reading, writing, speaking and listening. It includes a study of texts, oral work, co-operative group learning, encourages a sense of independence and incorporates the use of technology. The course aims to foster an enjoyment in the study of English and give students the motivation, confidence and ability to communicate effectively in a variety of forms, both oral and written.

The knowledge, understanding and skills students will acquire are organised into developmental sequences called strands. These are inter-related and inform and support each other. The three stands are as follows:

Language Strand: Students extend their understandings of how language works and learn to transfer understandings of language to different contexts.

Literature Strand: Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts.

Literacy Strand: Students apply their emerging understandings of what makes a text valuable and appropriate when they create texts of socio-cultural and personal importance.

The Year 10 English Program is a literature-based course designed to engage and challenge Year 10 students through the study of a variety of texts and by participation in active learning activities. It builds on the content and the skills developed within the English programs at Years 7 and 8 and provides an important step in the preparation of students for their study of English at Year 10 and VCE levels.

The English curriculum for Year 10 incorporates a range of topics and activities that endeavour to improve students' skills. Students will practise and develop punctuation, grammar, vocabulary and expression skills. These essential skills will be applied to various tasks such as creative, argumentative, informative and descriptive writing. In addition students will read a range of texts including novels, short stories and poetry with a focus on developing analytical skills. Reading for pleasure is also encouraged.

Students will also attempt a variety of tasks designed to improve oral expression. These skills are promoted to give students self-confidence in a semi-public setting.

Geography

Geography is the investigation and understanding of the environmental and human characteristics of the places that make up our world. It is described as the 'why of where'. Geography answers our questions about why places are like they are, and how they are connected to other places. It explains how and why they are changing, and how and why their characteristics vary from place to place.

Geography provides the tools to analyse interpret and understand places and the meanings people give to them. The characteristics of places studied in geography include population, climate, economy, landforms, built environment, soils and vegetation, communities, water resources, cultures, minerals, landscape, and recreational and scenic quality.

A key theme is the interaction between human societies and their biophysical environment. This involves studies of human impact on environments, both locally and globally, and environmental influences on human life.

Health

Health is multidimensional and dynamic, and influenced by actions and environments. It includes physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent. The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices.

Students will know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle. Additionally, they will demonstrate the interpersonal skills necessary for effective relationships.

Some of the areas that students will cover include:

- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety.
- The need for adolescents to meet their specific nutritional needs through eating foods that reflect the dietary guidelines.
- Understanding that diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.
- Identifying that health and wellbeing are interdependent and influenced by social and cultural factors.
- Investigating and developing effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships.
- Developing conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations.

History

History is the study of the past. It provides knowledge, understanding and appreciation of previous events, people, practices and ideas. It orders them, renders them intelligible and discerns patterns of continuity and change. It provides the means whereby individual and collective identities are formed and sustained. It enriches the present and illuminates the future.

Historical inquiry involves the retrieval, comprehension and interpretation of sources, and judgment, guided by principles that are intrinsic to the discipline. It yields knowledge that is based on the available evidence, but remains open to further debate and future reinterpretation. It develops in students the ability to recognise varying interpretations of history and to determine the difference between fact, opinion and bias.

The aim of the course is to enhance the students' appreciation of important historical events that shaped the modern world in which we live today.

Students will develop historical skills which include:

- Learning how to use common historical terms for dealing with chronology and time-related historical concepts and continuing to acquire a sound grasp of the sequence of events.
- Asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events.
- Using a variety of forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value.

History is the study of people's actions and experiences in past times. Students develop an understanding of the societies, events and developments that have shaped humanity. History enables students to appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The study of History is based on evidence derived from artefacts of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

In Year 10 History we cover the following areas of study:

- The Causes of World War I
- The modern world and Australia (1918 – 1939)
- The Causes of World War II
- Migration Experiences

Assessment includes

- Routine homework questions
- Essays

VET Ivrit

Curriculum Focus

Year 10 Ivrit aims to build on prior knowledge of the subject and extend the student's linguistic abilities in the four key language areas: reading, writing, speaking and listening. Learning a second language enhances a student's cognitive abilities and specifically learning Hebrew is important for all students, even for those who choose not to continue the subject at VCE level. Learning Hebrew enables a student to gain a better understanding of Tefillah, Chumash, Mishnah and Halachah. It is a critical tool for understanding most classical texts. Much of modern Hebrew is based on the classical language so that students are able to integrate the knowledge gained through years of learning classical texts towards developing an active use of the language.

Learning Outcomes

By using authentic language experiences, varied texts and audio resources we endeavour to engage the students in meaningful uses of language. Amongst the outcomes expected is that the students be able to listen to, read and obtain information from spoken and written texts and produce a personal response to a text focusing on a real or imaginary experience.

Assessment

The award of satisfactory completion of a unit is based on a decision that the student has demonstrated an understanding of the concepts in grammar and vocabulary taught during the course. Amongst the tasks for assessment students will be writing a formal letter or email, role play, short story, personal account, journal entry and a written review of an article.

Legal Studies – Units 1 & 2

Curriculum Focus

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

This area of study focuses on an investigation of the importance of criminal law and the nature of criminal liability. Students examine the role of the police in a criminal investigation and explore the procedures of a criminal trial. Students will also explore the objectives of criminal sanctions, the effectiveness of such penalties and the fairness of the criminal justice system.

Learning Outcomes

Outcome 1

On completion of this unit the student should be able to explain the principles of criminal law and apply them to one or more cases to justify a decision.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes:

- the difference between legal and non-legal rules
- the distinction between criminal and civil law
- an introduction to law-making through Parliament and subordinate authorities
- the need for criminal laws and the characteristics of an effective law
- the general principles of criminal liability
- types of crime and related defences
- rights and responsibilities within the criminal investigation process
- possible sanctions under criminal law and an evaluation of their effectiveness
- the effects of criminal acts on individuals and the community.

Key skills

These skills include the ability to:

- define key legal concepts and use them appropriately
- describe aspects of current law-making processes and procedures
- recognise and classify types of crime
- apply legal theory to relevant criminal cases
- discuss, interpret and analyse legal information and data
- gather relevant data in relation to selected legal issues in Australia using a range of sources, including print and electronic materials to acquire legal information.

Outcome 2

On completion of this unit the student should be able to evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice. To achieve this outcome the student will draw on knowledge and skills outlined in area of study 2.

Key knowledge includes:

- reasons for a formal court hierarchy
- purpose and criminal jurisdiction of the courts in the Victorian court hierarchy
- procedures of the criminal trial
- features of the adversary system of trial
- court personnel and their role
- the role of the jury system in criminal cases
- difficulties faced by individuals in gaining legal advice and representation.

Key skills

These skills include the ability to:

- define key legal concepts and use them appropriately
- discuss, interpret and analyse legal information and data
- evaluate the effectiveness of courtroom procedures
- gather relevant data in relation to selected legal issues in Australia using a range of sources, including print and electronic materials to acquire legal information.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.
Assessment tasks for this unit are chosen from the following:

- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- annotated visual display
- report (written, visual, oral and multimedia).

Mathematics

Curriculum Focus

Mathematics is both an art and a science. Mathematics has beauty and power. Mathematics is creative and logical. Mathematics has value both intrinsically and because it can be applied outside itself.

Mathematics and education in mathematics has a fundamental role in creating thinking citizens, capable of interpreting the world mathematically and critically examining societal or personal issues from mathematical perspectives. Mathematics helps individuals and governments make predictions and decisions about priorities (Australian National Mathematics Curriculum Framing Paper 2009).

The Mathematics curriculum at Year 10 has two broad aims:

1. To provide knowledge and skills as a basis for further study in Mathematics and other fields of learning.

2. To equip students with the knowledge and skills necessary for them in their future lives and for them to make contributions as members of our numerate and technological society.

In order to fulfil both aims, technology should be used not only as part of the solution process of mathematical problem-solving but also as a tool for achieving greater understanding.

Areas of Study

The strands of the curriculum are "Number and Algebra", "Statistics and Probability", and "Measurement and Geometry". Within each strand, a number of topics will be studied.

Topics within Strand 1, Number and Algebra:

- Financial mathematics
- Index laws
- Proportion
- Co-ordinate Geometry
- Linear Functions
- Equations and Inequations
- Quadratic functions
- Other functions and their graphs

Topics within Strand 2, Statistics and Probability:

- Data representation
- Data investigation
- Data interpretation
- Sample space and sampling
- Probability

Topics within Strand 3, Measurement and Geometry:

- Geometry, including circle geometry
- Similarity
- Pythagoras' Theorem

- Trigonometry
- Location and visualisation
- Surface area and volume

Learning Outcomes

For each subject the student is required to demonstrate achievement of three outcomes. As a set, these outcomes encompass all of the selected areas of study for each subject.

Outcome 1

On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of each unit the student should be able to select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

The award of satisfactory completion for a subject is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. The composite assessment grade for each semester will be the chief indicator of satisfactory completion of the subject.

Assessment tasks for this subject are chosen from the following:

- tests
- examinations
- assignments (focusing on skills and/or their application)
- investigations or problem-solving tasks.

Physical Education

Curriculum Focus

The Year 10 Physical Education program at Yeshivah College is one which strives to develop in students an enthusiasm for physical activity. The program seeks to maintain and encourage that enthusiasm so that they become committed to pursuing an active lifestyle.

The course provides specific goals for students through experiences suited to their levels of development. Students will come to understand the importance of physical fitness and learn ways to improve and maintain their fitness. Through participating in two 45-minute physical education classes per week, students will improve their social confidence and competence and will come to understand the requirements of competitive involvement. They will learn the values of pride, sportsmanship, leadership and school spirit, as well as learning to cope with sporting successes and disappointments.

During the course of the year, Yeshivah College offers a wide diversity of sports to all students. Students are encouraged to actively participate in as many sports as they can, so that they have the opportunity to develop competence and excellence in activities of their choice. Students take part in 'House'-based competitions, where they actively compete in athletics, basketball, football, soccer, swimming, table tennis and volleyball. Cross-country running, circuit training and fitness tests are also conducted on a regular basis, as indicators to personal development.

Learning Outcomes

Students:

- identify and implement ways of improving movement performance
- use performance criteria related to skill technique, rule compliance, cue recognition and bio-mechanical principles, when analysing movements
- compare and contrast a range of set defensive systems, including the zone, one-on-one and the off-side trap strategies
- participate in drills to counteract these strategies
- analyse personal skill level and movement strengths in order to devise effective individual game strategies
- design and participate in drills to improve areas of perceived weakness
- refine techniques and movements taking into account changed environmental conditions, opposition defences and team structures
- identify different components of fitness and how their importance varies between activities (students set personal fitness goals, undertake a fitness program and evaluate its success)
- collect and share data, examine places, times, commitment, skill level, cost, eligibility and equipment.

Students are able to:

- evaluate individual and group tactics, skills and movement patterns employed in games, physical activities and sports, to improve performance
- design and implement performance criteria to analyse and improve patterns in a broad range of physical activities
- analyse tactics and develop responses that result in improved performance and fair play
- identify errors in body position and modify action in performing advanced techniques in selected activities
- identify, practice and achieve proficiency in a set of skills designed to progressively develop performance in an aspect of a sport or activity involving the use of equipment
- use a variety of fitness tests to evaluate personal fitness and set goals to improve
- identify a range of fitness programs and describe the advantages and disadvantages of such programs
- specify requirements for participation in physical fitness programs.

Psychology Units 1 & 2

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological

functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1: How does the brain function?

Area of Study 2: What influences psychological development?

Area of Study 3: Student-directed research investigation

Assessment will be selected from the following:

For Outcomes 1 and 2

- A report of a practical activity involving the collection of primary data
- A research investigation involving the collection of secondary data
- A brain structure modelling activity
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- Problem solving involving psychological concepts, skills and/or issues
- A test comprising multiple choice and/or short answer and/or extended response
- A reflective learning journal/blog related to selected activities or in response to an issue.

For Outcome 3

A report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1: What influences a person's perception of the world?

Area of Study 2: How are people influenced to behave in particular ways?

Area of Study 3: Student-directed practical investigation

Assessment will be selected from the following:

For Outcomes 1 and 2

- A report of a practical activity involving the collection of primary data
- A research investigation involving the collection of secondary data
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- Problem solving involving psychological concepts, skills and/or issues
- A test comprising multiple choice and/or short answer and/or extended response
- A reflective learning journal/blog related to selected activities or in response to an issue.

For Outcome 3

A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

Science

Curriculum Focus

The Year 10 Science course aims to develop a curiosity about the world and enable the students to interpret their surroundings. It aims to engender interest and understanding of science and technology and expand upon a variety of scientific skills which will form the basis of further Science courses. Students should develop important practical and investigative skills and be aware of the applications of science and technology and their implications to society.

Learning Outcomes

Chemical Bonding and the Periodic Table

This topic relates physical and chemical properties to the underlying structure within chemical families, identifies and explains many important chemical reactions, catalysts and describes techniques and principles used in the production of some useful materials. It also investigates the Periodic Table, its patterns and its relation to the electronic structure of elements.

DNA and Genetics

These topics investigate the structure and function of DNA, genes and chromosomes. It models chromosome change and movement during mitosis and meiosis in order to explain the differences in genetic makeup. It also investigates the patterns of inheritance relating to simple dominant/recessive characteristics.

Forces, Motion, Matter and Energy

This topic investigates forces, motion and conservation of energy and their interactions. It explores Newton's Laws, scalar and vector quantities and the relationship between work, kinetic energy and gravitational potential energy in mechanical systems.

Assessment is based on 20% practical work and workbook, 40% unit tests and 40% semester examination.