YEAR 10

Australian International Academy

Caroline Springs Campus

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Introduction

The Year 10 program motivates and engages all students according to their individual performance levels and ability to satisfy their educational needs according to their learning styles and interest. The program is the final year of the Middle Years Program, which involves students completing the following subjects; English, Mathematics, Sciences, Humanities, Arabic Language, Arts, IT and Physical & Health Education.

Year 10 students are required to complete all the Year 10 content and assessment tasks for each subject so that Year 10 is successfully completed. Those students who have successfully completed all the Year 10 requirements will be provided with extension material.

Extension material can be drawn from the Year 11 curriculum or other sources to enrich and accelerate the learning of those students who have successfully acquired the necessary skills to move beyond the Year 10 Curriculum.

Year 10 students will be enrolled in a VCE subject Global Politics (Subject to permission from VCAA) instead of Year 10 Humanities. At the end of Year 10, successful students will end up completing Unit 1 and Unit 2 of a VCE subject.

Teachers will cater for all the students in their classroom. The Year 10 Science program involves all students completing units from Biology, Chemistry and Physics.

Objectives of the program are to:

- Offer advanced and capable students the opportunity to learn at a faster rate and progress beyond the Year 10 curriculum.
- Offer students opportunities to develop an inquiring mind and a capacity to think to make appropriate decisions.
- Create an atmosphere of healthy competition among students to progress further and achieve success and recognition.
- Provide modified programs to those in need of additional learning support.
- Expose all students to additional skills and prepare them for further studies.
- Opportunity to study one VCE subject in Year 10.

Key Elements of the Programme will focus on:

Personal Growth: The development of academic, social, emotional and spiritual skills.
Social Growth: The development of positive school and community relationships whilst encouraging responsibility for their own decisions and community involvement.
Intellectual Growth: The development of a set of attitudes and characteristics that students need to support lifelong learning, problem solving, self-management and decision-making.

- Units of study will be challenging, engaging and relevant to the MYP. Successful students will be ready to commence the Year 11 & 12 VCE program.
- Provision for students to enhance their learning by having access to the latest information communication technologies such as smart devices, Ipads, Laptops and other wireless devices.

- Provision of motivational learning opportunities, curriculum related incursions/excursions, community service, guest speakers, interfaith programs, debating, study skills, etc.

Assessment and Reporting

- Assessment in all MYP subjects is ongoing throughout the year and as per National Curriculum requirements.
- Semester 1 and Semester 2 examinations.
- Regular reporting intervals (i.e. student progress reports at the end of each term) and parent communication and involvement.

Parent Responsibilities

- Become familiar with each subject's curriculum requirements and assessment tasks.
- Liaise with teachers and the year level coordinator to;
    - Identify the child's strengths and areas requiring improvement, and
    - Ensure that the child has appropriate and ongoing educational opportunities.
- Provide a stimulating and supportive learning environment at home.
- Encourage their child to pursue excellence, develop mastery of subject material and become an independent learner.
- Become informed about the options available to support their child's development, including community organisations and programs in Years 11 and 12.

Credit points

This section of the handbook explains the structure and credit point system of the Year 10 program. Students are strongly advised to familiarise themselves with the requirements of Year 10 and the subjects that are offered to ensure that they make the most appropriate choices when planning their study program for their final years of education.

Students should consult their teachers, coordinators and careers teacher, and research the particular requirements of courses of study or industries that they may be interested in pursuing as career options.

The structure of the Year 10 program involves a Credit Point System whereby students receive credit points for subjects and extracurricular activities completed satisfactorily.

To gain a credit point in a subject, students must achieve a pass standard.

Summary of credit points

	CREDIT POINTS
Subjects (Each subject is 2 points)	18
Project/Extra Curricular Activities	2
Work Experience	1
Total Credit Points	21

Student Promotion to Year 11: Year 10 students must gain a minimum of 18 out of 21 credit points by the end of Year 10.

Promotions are at the discretion of the Campus and Academy Head. Successful students will be notified at the end of Term 4 in Year 10.

EXTRA CURRICULAR ACTIVITIES
Total Credit Points = 2

To gain 2 Credit Points, students must participate in **more than one** activity from the following proposed list:
- Interschool sports and adventure activities – 1 point.
- Interschool debating (2 points for teamwork in all rounds and speaking in at least 3 debates).
- School production, e.g., drama, Academy magazine, etc., (1 point per activity per semester).
- SRC or membership of approved school clubs, and/or participation in interfaith meetings.
  (1 point for regular participation per semester)
- Cross – age tutoring (1 point per semester for regular tutoring of students at lower levels at the school – a minimum of 16 sessions x 20 minutes per semester are required).

Planning for the Extra Curricular Program

- Students will be made familiar with the Extra Curricular Program (ECP) before commencing Year 10, through the Year 10 Coordinator.
- During the first week of the year, students' log books and special diaries for activities will be made available to Year 10 students. All activities and services that students choose will need to be approved and published by the level coordinator during the month of February.
- Semester Reports will include sections for ECP to show student's initiatives and efforts throughout the semester.

WORK EXPERIENCE
Total Credit Points = 1

The Careers Program at Year 10 aims to provide each student with opportunities to develop and expand their knowledge, skills and confidence regarding the workplace, career and study issues. The program aims to contribute to the students understanding of themselves so that they can make realistic decisions about their future that are consistent with their values and goals.

Students will participate in the program for one/two weeks at the end of Term Two. If any student cannot make it in Term Two break, they should apply for a special consideration to finish it in the Term Three break.

Students are required to do one week of work experience and should be conducted during the first or second week of the mid-year break. Students who receive unsatisfactory reports from employers will not achieve any Credit Point for their work experience.

Careers and Course Information

The Careers and Course coordinator aims to provide information and advice to students and parents on a wide variety of issues relating to life beyond school.

Following services to all senior secondary school students:

Tax File applications	Job Guides
Writing résumés	Tertiary Open Days
Interview Skills	VTAC and Application Process
GAP Year	Work Experience
University courses	Scholarship Information
TAFE courses	Individual Interviews
Interstate Universities	Subject Selections
Careers Expos	Fortnightly Career News updates

Students are encouraged to take the opportunity to make individual appointments to discuss career and further education options. Students with questions about post-school options, subject choices, overseas exchange or Work Experience, etc. are invited to go to Mr Ozdamar for further information.

DATES AND DEADLINES

At the start of each semester all Year 10 students are issued with Dates and Deadlines to assist them and their teachers in organising their courses of study and the time available to them. Meeting deadlines must be the most important priority for a successful student. Missing deadlines is the first and most obvious sign of poor organisational skills and an inability to cope.

It is the responsibility of all students to observe and meet the deadlines published for all school-assessed work/tasks. Students should submit their school-assessed work/tasks to the relevant subject teacher on or before the due date. Subject teachers shall not accept any school-assessed work/tasks submitted after the published deadline.

If a student fails to submit their school-assessed work/tasks to the relevant subject teacher or Coordinator (where an extension has been granted) by the specified deadline, the work will not be accepted and the following alternatives may apply:

- The student may be awarded an N (fail) in that unit of study, or
- The student may be awarded an NA (not assessed).

EXTENSION OF TIME

If a student has a genuine and acceptable reason for a delay in meeting a deadline, the student may lodge an application for extension of time with the student management coordinator. Applications are to be lodged at least 24 hours prior to the published deadline.

Note: Computer or printer malfunctions are not acceptable reasons for not meeting deadlines.

SCHOOL ASSESSED COURSEWORK

School-Assessed Coursework (SAC's) are appropriate learning activities, which students complete to develop the knowledge and skills described in the set of outcomes for each unit.

These activities may include: Practical work, written reports, essays, oral presentations, poster and multimedia presentations, assignments, folio of exercises, modelling activities, use of computer software and/or applications, tests, etc.

At Year 10 **all** students carry out School-Assessed Coursework (SAC). Semester examinations are also considered to be SAC's. The results of the School-Assessed Coursework and semester examinations will form main part of the students' achievement for each unit.

If a piece of work fails to meet the minimum acceptable standard, it will be reported as `**N'** (Not Satisfactory).

Students will be provided with a list of all SAC's for each unit and the due dates at the start of each semester.

PERSONAL DETAILS FORM

At the start of the academic year all students will be required to **accurately** complete a Personal Details form, which is used for the input of student data for the Victorian Curriculum and Assessment Authority (VCAA). Students will be required to provide their personal details (name, address, date of birth, etc.), as well as signing the General Declaration indicating that the student will abide by the VCAA rules and regulations.

Prior to the enrolments being finalised with the VCAA students receive a copy of their form to check that **all** details are accurate. Changes to the details need to be made before finalisation of enrolments. The VCAA imposes fees for any changes made to enrolments after the finalisation date. Students who have

not provided accurate details or did not indicate the changes to be made on the form will be required to pay the fee imposed by the VCAA.

PUNCTUALITY AND ATTENDANCE

Prolonged absences from school may affect the students overall performance in their coursework and examinations, and ultimately their achievement at the end of Year 10. Students in Year 10 are required to attend sufficient class time to undertake the Year 10 program and complete all the School Assessed Coursework. It is necessary for students to complete work in class time for authentication by the teacher.

The Academy policy on attendance requires students **not to exceed** the limit of 5 days per semester. Students intending to travel overseas during the academic year (includes term vacations) **must** seek approval from the Head of Campus. Students travelling overseas without approval may have their enrolment terminated.

TRANSITION INTO YEAR 10

- Information sessions will be conducted with Year 9 students to ensure that they are familiar with the structure and requirements of Year 10.
- Year 10 Handbook is available on the campus website.
- Counselling sessions with students will take place during the transition process.
- At the commencement of Year 10 no changes to students' class list will be allowed unless there are special circumstances.

Language and Literature (English)

The English course offered at Year 10 is designed to introduce students to the higher academic demands expected of senior students. Consequently, the Year 10 course involves a broad development of the skills required in successful verbal communication. Writing is extended by a focus on structural strategies, vocabulary development and experience in a variety of writing genres. Students make detailed studies of a novel, an autobiography and a Shakespearean play, plus film as text, which will improve their reading comprehension and increase their appreciation of high quality literature and film. The course also encourages oral contributions designed to improve speaking and listening skills. In addition, students are introduced to the skills of language analysis and point of view writing.

Areas of Study:

- Reading and the study of texts
- Writing in various genres
- Oral presentation

School Assessed Coursework:

- Text Response – essays, comprehension questions, research assignments, character profiles.
- Writing Folio – the folio is constituted by a range of writing styles such as Personal, Imaginative, Narrative, Persuasive, Argumentative and Informative writing.
- Oral Performance – Debates and Oral Presentations.
- Written Examinations – mid-year and end of year.

Language and Literature Objectives

Objective A: Analysing

I. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts

II. analyse the effects of the creator's choices on an audience

III. justify opinions and ideas, using examples, explanations and terminology

IV. Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

I. employ organizational structures that serve the context and intention

II. organize opinions and ideas in a sustained, coherent and logical manner

III. Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

    I.   produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

    II.   make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

    III.   select relevant details and examples to develop ideas

Objective D: Using language

    I.   use appropriate and varied vocabulary, sentence structures and forms of expression

    II.   write and speak in a register and style that serve the context and intention

    III.   use correct grammar, syntax and punctuation

    IV.   spell (alphabetic languages), write (character languages) and pronounce with accuracy

    V.   Use appropriate non-verbal communication techniques.

Language and Literature Assessment Criteria

	Criterion A: Analysing	Criterion B: Organizing	Criterion C: Producing text	Criterion D: Using language
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. Evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. Makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention.	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity and **minimal** exploration of and critical reflection on new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. Selects **few** relevant details and examples to develop ideas.	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. Makes **limited and/or inappropriate** use of non-verbal communication techniques.
3-4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. Evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. Makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination or sensitivity and **some** exploration of and critical reflection on new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. Selects **some** relevant details and examples to develop ideas.	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. Makes **some** use of appropriate non-verbal communication techniques.
5-6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. Evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. Makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination or sensitivity and **substantial** exploration of and critical reflection on new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. Selects **sufficient** relevant details and examples to develop ideas.	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.

7-8	The student:	The student:	The student:	The student:
	i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **Perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.	i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a **sustained**, **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. Makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.	i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and **perceptive** exploration of and critical reflection on new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. Selects **extensive** relevant details and examples to develop ideas with **precision**.	i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. Makes **effective** use of appropriate non-verbal communication techniques.

Individuals and Societies (Humanities)

<u>**THE MODERN WORLD AND AUSTRALIA**</u>
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 twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The key inquiry questions in semester one are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?

Unit 1: World War Two

1. An overview of the causes and course of World War Two.
2. An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.
3. The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore).
4. The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship).
5. The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia.

Unit 2: Rights and Freedoms (1945-present)

1. The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
2. Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.
3. The US civil rights movement and its influence on Australia.
4. The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations) and the Apology.
5. Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle.
6. The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007).

Unit 3: Migration experiences (1945 – present)

1. The waves of post-World War II migration to Australia, including the influence of significant world events.
2. The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'.
3. The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees.
4. The contribution of migration to Australia's changing identity as a nation and to its international relationships.

Unit 4 : Geographical Knowledge and Understanding

1. Environmental Change and management – the human-induced environmental changes that challenge sustainability.
2. Geographies of Human wellbeing – the different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.

School Assessed Coursework

- Source Analysis

- Comprehension tasks

- Short answer test

- Research Project – Treatment of prisoners of war

- Biography of a Civil Rights Leader – Research Task
- PowerPoint presentation
- End of semester exam
- Extended writing

Individuals and Societies Objectives

Objective A: Knowing and understanding

i. use a wide range of terminology in context

ii. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Objective B: Investigating

i. formulate a clear and focused research question and justify its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use research methods to collect and record appropriate, varied and relevant information

iv. Evaluate the research process and results.

Objective C: Communicating

    i.   communicate information and ideas effectively using an appropriate style for the audience and purpose

    ii.   structure information and ideas in a way that is appropriate to the specified format

    iii.   Document sources of information using a recognized convention.

Objective D: Thinking critically

    i.   discuss concepts, issues, models, visual representation and theories

    ii.   synthesize information to make valid, well-supported arguments

    iii.   analyse and evaluate a wide range of sources/ data in terms of origin and purpose, examining values and limitations

    iv.   Interpret different perspectives and their implications.

Individuals and Societies Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. uses **limited** relevant terminology II. Demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.	The student: I. formulates a research question that is clear **or** focused and **describes** its relevance II. formulates a **limited** action plan to investigate a research question or does not follow a plan III. collects and records **limited** information, not always consistent with the research question IV. Makes a **limited** evaluation of the process and results of the investigation.	The student: I. communicates information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose II. structures information and ideas according to the specified format in a **limited way** III. Documents sources of information in a **limited way**.	The student: I. **analyses** concepts, issues, models, visual representation and theories to a **limited extent** II. **summarizes** information to a **limited extent** to make arguments III. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **few** values and limitation IV. **Identifies** different perspectives and **minimal** implications.
3-4	The student: I. uses **some** terminology **accurately** and **appropriately** II. Demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.	The student: I. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail II. formulates and **somewhat** follows a **partial** action plan to investigate a research question III. uses a research method(s) to collect and record **mostly relevant** information IV. Evaluates **some** aspects **of** the process and results of the investigation.	The student: I. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose II. structures information and ideas in a way that is **somewhat** appropriate to the specified format III. **Sometimes** documents sources of information using a recognized convention.	The student: I. **analyses** concepts, issues, models, visual representation and theories II. **summarizes** information to make arguments III. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** values and limitations IV. **Interprets** different perspectives and **some** of their implications.

5-6	The student: I. uses a **range** of terminology **accurately** and **appropriately** II. Demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.	The student: I. formulates a **clear** and **focused** research question and **explains** its relevance II. formulates and follows a **substantial** action plan to investigate a research question III. uses research method(s) to collect and record **appropriate**, **relevant** information IV. **Evaluates** the process and results of the investigation.	The student: I. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose II. structures information and ideas in a way that is **mostly** appropriate to the specified format III. **Often** documents sources of information using a recognized convention.	The student: I. **discusses** concepts, issues, models, visual representation and theories II. **synthesizes** information to make **valid** arguments III. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, recognizing values and limitations IV. **Interprets** different perspectives and their implications.
7-8	The student: I. **consistently** uses **a wide range** of terminology **effectively** II. Demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples.	The student: I. formulates a **clear** and **focused** research question and **justifies** its relevance II. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question III. uses research methods to collect and record **appropriate**, **varied and relevant** information IV. **Thoroughly** evaluates the investigation process and results.	The student: I. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose II. structures information and ideas in a way that is **completely** appropriate to the specified format III. **Consistently** documents sources of information using a recognized convention.	The student: I. completes a **detailed discussion** of concepts, issues, models, visual representation and theories II. **synthesizes** information to make **valid, well-supported** arguments III. **effectively analyses** and **evaluates a wide range** of sources/data in terms of origin and purpose, recognizing values and limitations IV. **Thoroughly interprets** a **range** of different perspectives and their implications.

Language Acquisition (LOTE)

ARABIC

The Year 10 Arabic course is designed to develop and extend students' knowledge of Arabic. It aims to develop their skills in speaking, listening, reading and writing Arabic. The course provides students with the opportunity to explore the language and culture of Arabic speaking communities through the study of a wide range of texts. It also provides the opportunity to develop the knowledge and understanding of historical issues, aspects of contemporary Arabic society and the Arab literary and artistic heritage.

Areas of Study:

Semester one	Semester two
Media: Current and Youth Issues	Health: Food, Nutrition and Hygiene
Immigration	Muslim Community in Australia

School Assessed Coursework:

The following tasks will be undertaken by students during the year.

- Oral communication
- Visual Interpretation
- Reading comprehension
- Writing

Language Acquisition Objectives

Objective A: Comprehending spoken and visual texts
I. analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations
II. analyse conventions
I. Engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Objective B: Comprehending written and visual texts
I. analyse and draw conclusions from information, main ideas and supporting details
II. analyse basic conventions including aspects of format and style, and author's purpose for writing
III. Engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Objective C: Communicating in response to spoken, written, and visual text
I. respond appropriately to spoken, written and visual text in a range of social and some academic situations
II. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
III. express ideas, opinions and feelings, and communicate information in a wide range of situations
IV. Communicate with a sense of register, purpose and style.

Objective D: Using language in spoken and written form

    I.   write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency

    II.   organize information and ideas; use a wide range of cohesive devices

    III.   Use language to suit the context.

Language Acquisition Assessment Criteria

	Criterion A: Comprehending spoken and visual text	Criterion B: Comprehending written and visual text	Criterion C: Communicating in response to spoken, written and visual text	Criterion D: Using language in spoken and written form
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions II. **has difficulty** analysing conventions III. Engages **minimally** with the spoken and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **limited** understanding of the content, context and concepts of the text as a whole.	The student: I. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions II. **has difficulty** analysing basic conventions including aspects of format and style, and author's purpose for writing III. Engages **minimally** with the written and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **limited** understanding of the content, context and concepts of the text as a whole.	The student: I. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** II. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance III. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various situations IV. Communicates with a **limited** sense of register, purpose and style.	The student: I. has **difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult II. organizes **limited** information, and cohesive devices are **not used** III. Makes **minimal** use of language to suit the context.
3-4	The student: I. analyses **adequately** and draws some conclusions from information, main ideas and supporting details II. analyses **some** conventions III. Engages **adequately** with the spoken and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **some** understanding of the content, context and concepts of the text as a whole.	The student: I. analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details II. analyses **some** basic conventions including aspects of format and style, and author's purpose for writing III. Engages **adequately** with the written and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **some** understanding of the content, context and concepts of the text as a whole.	The student: I. responds to spoken, written and visual text, though **some responses may be inappropriate** II. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance III. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed IV. Communicates **with** some sense of register, purpose and style.	The student: I. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult II. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** III. Uses language to suit the context to **some degree**.

5-6	The student: I. analyses **considerably** and draws conclusions from information, main ideas and supporting details II. analyses **most** conventions III. Engages **considerably** with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.	The student: I. analyses **considerably** and draws conclusions from information, main ideas and supporting details II. analyses **most** basic conventions including aspects of format and style, and author's purpose for writing III. Engages **considerably** with the written and visual text by analysing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.	The student: I. responds **appropriately** to spoken, written and visual text II. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance III. expresses ideas, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed IV. Communicates with a **considerable** sense of register, purpose and style.	The student: I. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility II. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** III. **Usually** uses language to suit the context.
7-8	The student: I. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details II. analyses conventions III. Engages **thoroughly** with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.	The student: I. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details II. analyses basic conventions including aspects of format and style, and author's purpose for writing III. Engages **thoroughly** with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.	The student: I. responds **in detail** and **appropriately** to spoken, written and visual text II. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global significance III. **Effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations IV. Communicates with an **excellent** sense of register, purpose and style.	The student: I. Writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy II. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas III. Uses language **effectively** to suit the context.

MATHEMATICS

The Year 10 Mathematics course is designed to improve the students' background in mathematics and act as a preparatory course for the IB Diploma and VCE Mathematics. Mathematical skills in expanding and factorising, trigonometry, exponential notation, linear and quadratic relationships, probability and statistics are developed and enhanced throughout the course.

Areas of Study:

Semester one	Semester two
Financial Arithmetic	Surds and Exponentials
Measurement	Algebra
Linear Relationships	Non-Linear Relationships
Trigonometry	Statistics
Geometry	Probability

Note: There is variation in the detail and complexity of the topics covered depending on the level of mathematics that students undertake.

School Assessed Coursework:

- Workbook and Homework
- Topic tests
- Problem solving (worded problems)
- Projects
- Computer investigations
- Graphics calculator investigations
- Written examinations – mid-year and end of year

Mathematics Objectives

Objective A: Knowing and understanding

I.   select appropriate mathematics when solving problems in both familiar and unfamiliar situations

II.   apply the selected mathematics successfully when solving problems

III.   Solve problems correctly in a variety of contexts.

Objective B: Investigating patterns

I.   select and apply mathematical problem-solving techniques to discover complex patterns

II.   describe patterns as general rules consistent with findings

III.   Prove, or verify and justify, general rules.

Objective C: Communicating

   I.   use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

   II.   use appropriate forms of mathematical representation to present information

   III. move between different forms of mathematical representation

   IV. communicate complete, coherent and concise mathematical lines of reasoning

   V.   Organize information using a logical structure.

Objective D: Applying mathematics in real-life contexts

   I.   identify relevant elements of authentic real-life situations

   II.   select appropriate mathematical strategies when solving authentic real-life situations

   III. apply the selected mathematical strategies successfully to reach a solution

   IV. justify the degree of accuracy of a solution

   V.   Justify whether a solution makes sense in the context of the authentic real-life situation.

Mathematics Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Investigating patterns	Criterion C: Communicating	Criterion D: Applying mathematics in real-life contexts
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student is able to: I. **select** appropriate mathematics when solving simple problems in familiar situations II. **apply** the selected mathematics successfully when solving these problems III. Generally **solve** these problems correctly.	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. **State** predictions consistent with patterns.	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **Communicate** through lines of reasoning that are difficult to interpret.	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **Apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3-4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. Generally **solve** these problems correctly.	The student is able to: i. **apply** mathematical problem-solving techniques to discover simple patterns ii. **Suggest** general rules consistent with findings.	The student is able to: i. **use** some appropriate mathematical language ii. **use** appropriate forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are complete iv. Adequately **organize** information using a logical structure.	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select**, with some success, adequate mathematical strategies to model the authentic real-life situation iii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iv. **Discuss** whether the solution makes sense in the context of the authentic real-life situation.

5-6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. Generally **solve** these problems correctly.	The student is able to: i. **select** and apply mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as general rules consistent with findings iii. **Verify** the validity of these general rules.	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** appropriate forms of mathematical representation to present information correctly iii. usually move between different forms of mathematical representation iv. **communicate** through lines of reasoning that are complete and coherent v. **Present** work that is usually organized using a logical structure.	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **Explain** whether the solution makes sense in the context of the authentic real-life situation.
7-8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. Generally **solve** these problems correctly.	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as general rules consistent with correct findings iii. **Prove**, or **verify** and **justify**, these general rules.	The student is able to: i. consistently **use** appropriate mathematical language ii. **use** appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. **communicate** through lines of reasoning that are complete, coherent and concise v. **Present** work that is consistently organized using a logical structure.	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** appropriate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. **justify** the degree of accuracy of the solution v. **Justify** whether the solution makes sense in the context of the authentic real-life situation.

SCIENCES

Year 10 students will study a general science course, which will include Biology, Chemistry and Physics. This course is designed to enhance student's knowledge in preparation for Years 11 and 12 whilst providing 'hands on' opportunities that will enable students to develop a variety of practical skills essential for scientific research and methodology.

The science course at Year 10 is structured so that teachers who are specialised in their learning areas teach students over the year. Classes rotate at the end of semester 1 to ensure all topics are covered.

Students are assessed by the MYP Criterion, which has been mapped to cover the national curriculum in science for 2014.

Semester 1 & 2

Areas of Study:

- **Biology:**   Human Genetics & Evolution
- **Physics:**   Force, Motion, Energy, Global Systems and The Big Bang Theory
- **Chemistry:**   Atomic Theory and Periodicity; Chemical Reactions

- **School Assessed Coursework:**
- Research Projects
- Experiments and Investigations
- Data Analysis
- Topic tests
- Written examinations – mid-year and end of year

Sciences Objectives

Objective A: Knowing and understanding

i.   explain scientific knowledge

ii.   apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii.   Analyse and evaluate information to make scientifically supported judgments.

Objective B: Inquiring and designing

i.   explain a problem or question to be tested by a scientific investigation

ii.   formulate a testable hypothesis and explain it using scientific reasoning

iii.   explain how to manipulate the variables, and explain how data will be collected

iv.   Design scientific investigations.

Objective C: Processing and evaluating

i.   present collected and transformed data

ii.   interpret data and explain results using scientific reasoning

iii.   evaluate the validity of a hypothesis based on the outcome of the scientific investigation

iv.   evaluate the validity of the method

v.   Explain improvements or extensions to the method.

Objective D: Reflecting on the impact of science

i.   explain the ways in which science is applied and used to address a specific problem or issue

ii.   discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue

iii.   apply scientific language effectively

iv.   Document the work of others and sources of information used.

Sciences Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impacts of science
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student is able to: I. **state** scientific knowledge II. apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** III. **Interpret** information to make **judgments**.	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable hypothesis iii. **outline** the variables iv. **Design** a method, **with limited success.**	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **interpret** data iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **State** improvements or extensions to the method.	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. Document sources, with **limited success**.
3-4	The student is able to: i. **outline** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **Interpret** information to make **scientifically supported judgments**.	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **formulate** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **relevant data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment**	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **Outline** improvements or extensions to the method that would benefit the scientific investigation.	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **Sometimes** document sources correctly.

5-6	The student is able to:	The student is able to:	The student is able to:	The student is able to:
	i. **describe** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **Analyse** information to make **scientifically supported judgments**.	i. **describe** a problem or question to be tested by a scientific investigation ii. **formulate and explain** a testable hypothesis **using scientific reasoning** iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant data** will be collected iv. Design a **complete and safe method** in which he or she selects **appropriate materials and equipment**.	i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results **using scientific reasoning** iii. **discuss** the validity of a hypothesis based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **Describe** improvements or extensions to the method that would benefit the scientific investigation.	i. **describe** the ways in which science is applied and used to address a specific problem or issue ii. **discuss** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding clearly and precisely iv. **Usually** document sources correctly.
7-8	The student is able to:	The student is able to:	The student is able to:	The student is able to:
	i. **explain** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** iii. **Analyse** and **evaluate** information to make **scientifically supported judgments**.	i. **explain** a problem or question to be tested by a scientific investigation ii. **formulate and explain** a testable hypothesis **using correct scientific reasoning** iii. **explain** how to manipulate the variables, and **explain** how **sufficient, relevant data** will be collected iv. **Design** a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.	i. **correctly collect, organize, transform and present** data in numerical and/ or visual forms ii. **accurately interpret** data and **explain** results **using correct scientific reasoning** iii. **evaluate** the validity of a hypothesis based on the outcome of a scientific investigation iv. **evaluate** the validity of the method based on the outcome of a scientific investigation v. **Explain** improvements or extensions to the method that would benefit the scientific investigation.	i. **explain** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. Document sources **completely**.

RELIGIOUS EDUCATION

The Year 10 Religious Studies course is designed to encourage students to reaffirm their faith at a much higher level than in previous years. In term one, students will complete the middle years course by completing the sixth article of faith – Belief in the Qadar. Students will research different aspects of the Qadar and examine its implication in their lives.

In Term Two, students will explore in depth, the existence of God, his attributes and the aspects of unity. These will be studied from a rational and logical perspective.

In term three, students will examine the role of Shariah in the lives of Muslims beyond basic laws. Students will examine the fundamentals and sources of Shariah, Mazhabs, Halal, Haram, Major sins and Justice in Islam.

In term four, students will explore the tools necessary to pursue a spiritual life and examine the journey of at least 3 past and contemporary famous personalities.

Areas of Study:

- Belief in Qadar
- Islamic Law
- Reasons for God's existence
- View of religious quest/approach

School Assessed Coursework:

- Tests
- Essays
- Class presentations
- Reflective writing
- Examinations

Religious Education Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: III. uses **limited** relevant terminology IV. Demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.	The student: V. formulates a research question that is clear **or** focused and **describes** its relevance VI. formulates a **limited** action plan to investigate a research question or does not follow a plan VII. collects and records **limited** information, not always consistent with the research question VIII. Makes a **limited** evaluation of the process and results of the investigation.	The student: IV. communicates information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose V. structures information and ideas according to the specified format in a **limited way** VI. Documents sources of information in a **limited way**.	The student: V. **analyses** concepts, issues, models, visual representation and theories to a **limited extent** VI. **summarizes** information to a **limited extent** to make arguments VII. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **few** values and limitation VIII. **Identifies** different perspectives and **minimal** implications.
3-4	The student: III. uses **some** terminology **accurately** and **appropriately** IV. Demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.	The student: V. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail VI. formulates and **somewhat** follows a **partial** action plan to investigate a research question VII. uses a research method(s) to collect and record **mostly relevant** information VIII. Evaluates **some** aspects **of** the process and results of the investigation.	The student: IV. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose V. structures information and ideas in a way that is **somewhat** appropriate to the specified format VI. **Sometimes** documents sources of information using a recognized convention.	The student: V. **analyses** concepts, issues, models, visual representation and theories VI. **summarizes** information to make arguments VII. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** values and limitations VIII. **Interprets** different perspectives and **some** of their implications.

5-6	The student:	The student:	The student:	The student:
	III. uses a **range** of terminology **accurately and appropriately** IV. Demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.	V. formulates a **clear** and **focused** research question and **explains** its relevance VI. formulates and follows a **substantial** action plan to investigate a research question VII. uses research method(s) to collect and record **appropriate, relevant** information VIII. **Evaluates** the process and results of the investigation.	IV. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose V. structures information and ideas in a way that is **mostly** appropriate to the specified format VI. **Often** documents sources of information using a recognized convention.	V. **discusses** concepts, issues, models, visual representation and theories VI. **synthesizes** information to make **valid** arguments VII. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, recognizing values and limitations VIII. **Interprets** different perspectives and their implications.
7-8	The student:	The student:	The student:	The student:
	III. **consistently** uses **a wide range** of terminology **effectively** IV. Demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples.	V. formulates a **clear** and **focused** research question and **justifies** its relevance VI. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question VII. uses research methods to collect and record **appropriate, varied and relevant** information VIII. **Thoroughly** evaluates the investigation process and results.	IV. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose V. structures information and ideas in a way that is **completely** appropriate to the specified format VI. **Consistently** documents sources of information using a recognized convention.	V. completes a **detailed discussion** of concepts, issues, models, visual representation and theories VI. **synthesizes** information to make **valid, well-supported** arguments VII. **effectively analyses** and **evaluates a wide range** of sources/data in terms of origin and purpose, recognizing values and limitations VIII. **Thoroughly interprets** a **range** of different perspectives and their implications.

ART

The Year 10 Art curriculum has been devised to prepare students for studies in senior Art and Design. In semester one, students will explore an individually chosen theme and demonstrate an exploration of this theme throughout the semester. They will develop their knowledge and understanding of Art and Artists, develop their ability to think creatively and respond using art terminology. A refined final outcome will be produced reflecting their understanding and growth as an artist. In semester two, students will complete an introductory Visual Communication Design course, which develops their knowledge and skills in technical drawing and analysis of communication design.

During the course students will develop a comprehensive visual diary of their ideas, drawings and annotations, and an exploration of a variety of mediums and processes. They will present to the class their exploration and will create and present a final refined art work at the completion of the unit.

Areas of Study
- Semester 1: Visual Art
- Semester 2: Visual Communication Design

School Assessed Coursework
- Visual Diary
- Research and analysis
- Oral presentation
- Refined Art /Design work

ART and Design Objectives

Objective A: Knowing and understanding

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
ii. demonstrate an understanding of the role of the art form in original or displaced contexts
iii. Use acquired knowledge to purposefully to inform artistic decisions in the process of creating artwork.

Objective B: Developing skills
i. demonstrate the acquisition and development of the skills and techniques of the art form studied
ii. Demonstrate the application of skills and techniques to create, perform and/or present art.

Objective C: Thinking creatively

i. develop a feasible, clear, imaginative and coherent artistic intention
ii. demonstrate a range and depth of creative-thinking behaviours
iii. Demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Objective D: Responding

i. construct meaning and transfer learning to new settings
ii. create an artistic response that intends to reflect or impact on the world around them
iii. Critique the artwork of self and others.

ART and Design Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Developing skills	Criterion C: Thinking creatively	Criterion D: Responding
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology II. demonstrates **limited** understanding of the role of the art form in original or displaced contexts III. Demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	The student: I. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied II. Demonstrates **limited** application of skills and techniques to create, perform and/or present art.	The student: I. develops a **limited** artistic intention that is **rarely** feasible, clear, imaginative **or** coherent II. demonstrates a **limited** range **or** depth of creative-thinking behaviours III. Demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization.	The student: I. constructs **limited** meaning and **may** transfer learning to new settings II. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her III. Presents a **limited** critique of the artwork of self and others.
3-4	The student: I. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology II. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts III. Demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	The student: I. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied II. Demonstrates **adequate** application of skills and techniques to create, perform and/or present art.	The student: I. develops an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative **and/or** coherent II. demonstrates an **adequate** range **and** depth of creative-thinking behaviours III. Demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization.	The student: I. constructs **adequate** meaning and **occasionally** transfers learning to new settings II. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her III. Presents an **adequate** critique of the artwork of self and others.

5-6	The student: I. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject-specific terminology II. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts III. Demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions.	The student: I. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied II. Demonstrates **substantial** application of skills and techniques to create, perform and/or present art.	The student: I. develops a **substantial** artistic intention that is **often** feasible, clear, imaginative **and** coherent II. demonstrates a **substantial** range and depth of creative-thinking behaviours III. Demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization.	The student: I. constructs **appropriate** meaning and **regularly** transfers learning to new settings II. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her III. Presents a **substantial** critique of the artwork of self and others.
7-8	The student: I. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology II. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts III. Demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	The student: I. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied II. Demonstrates **excellent** application of skills and techniques to create, perform and/or present art.	The student: I. develops an **excellent** artistic intention that is **consistently** feasible, clear, imaginative **and** coherent II. demonstrates an **excellent** range and depth of creative-thinking behaviours III. Demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization.	The student: I. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings II. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her III. Presents an **excellent** critique of the artwork of self and others.

DESIGN/IT

Design at Year 10 is a core subject that consists of two periods per week for the academic year. This subject is designed and assessed in keeping with the demands of the IBO Design Subjcet Curriculum. It is anticipated that the course will be extensively practical in nature with students being encouraged to complete problem solving assignments and/or case studies based on a variety of application software programs, many of which will be new to them. Assessment is therefore based on project results, rather than an end of semester examination.

Areas of Study:
- Website development
- 3D modelling (architectural and interior design)

School Assessed Coursework:

Assessment will take the form of Outcome Assignments at the end of each unit of work – assignments will be assessed according to the MYP Criterion of Inquiring and analysing, Developing ideas, Creating the solution and Evaluating

Design Objectives

Objective A: Inquiring and analysing

i. explain and justify the need for a solution to a problem for a specified client/target audience identify and prioritize the primary and secondary research needed to develop a solution to the problem
ii. analyse a range of existing products that inspire a solution to the problem
iii. Develop a detailed design brief, which summarizes the analysis of relevant research.

Objective B: Developing ideas

i. develop a design specification, which clearly states the success criteria for the design of a solution
ii. develop a range of feasible design ideas, which can be correctly interpreted by others
iii. present the chosen design and justify its selection
iv. Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Objective C: Creating the solution

i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii. demonstrate excellent technical skills when making the solution follow the plan to create the solution, which functions as intended
iii. fully justify changes made to the chosen design and plan when making the solution
iv. Present the solution as a whole.

Objective D: Evaluating

i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
ii. critically evaluate the success of the solution against the design specification
iii. explain how the solution could be improved
iv. Explain the impact of the solution on the client/ target audience.

Design Assessment Criteria

	Criterion A: Inquiring and analysing	Criterion B: Developing ideas	Criterion C: Creating the solution	Criterion D: Evaluating
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. **states** the need for a solution to a problem for a specified client/target audience II. **develops** a basic design brief, which **states** the **findings** of relevant research.	The student: I. **lists some basic** design specifications for the design of a solution II. **presents one** design, which can be interpreted by others III. **Creates** incomplete planning drawings/diagrams.	The student: I. **demonstrates minimal** technical skills when making the solution II. **Creates** the solution, which functions **poorly** and is presented **in an incomplete form**.	The student: I. **designs a** testing **method**, which is used to measure the success of the solution II. **States** the success of the solution.
3-4	The student: I. **outlines** the need for a solution to a problem for a specified client/target audience II. **outlines** a research plan, which **identifies** primary and secondary research needed to **develop** a solution to the problem, **with some guidance** III. **analyses one** existing product that inspires a solution to the problem IV. **Develops** a design brief, which **outlines** the analysis of relevant research.	The student: I. **lists some** design specifications, which relate to the success criteria for the design of a solution II. **presents a few** feasible designs, using an appropriate medium(s) **or** annotation, which can be interpreted by others III. **justifies** the selection of the chosen design with reference to the design specification IV. **Creates** planning drawings/diagrams or **lists** requirements for the creation of the chosen solution.	The student: I. **constructs a plan** that contains some production details, resulting in peers having difficulty following the plan II. **demonstrates satisfactory** technical skills when making the solution III. **creates** the solution, which **partially** functions and is **adequately** presented IV. **Outlines** changes made to the chosen design and plan when making the solution.	The student: I. **designs a relevant** testing **method**, which generates data, to measure the success of the solution II. **outlines** the success of the solution against the design specification based on **relevant** product testing III. **outlines** how the solution could be improved IV. **Outlines** the impact of the solution on the client/target audience.

| 5-6 | The student:

I. **explains** the need for a solution to a problem for a specified client/target audience
II. **constructs** a research plan, which **identifies** and **prioritizes** primary and secondary research needed to **develop** a solution to the problem, **with some guidance**
III. **analyses a range of** existing products that inspire a solution to the problem
IV. **Develops** a design brief, which **explains** the analysis of relevant research. | The student:

I. **develops** design specifications, which **outline** the success criteria for the design of a solution
II. **develops a range of** feasible design ideas, using an appropriate medium(s) **and** annotation, which can be interpreted by others
III. **presents** the chosen design and **justifies** its selection with reference to the design specification
IV. **Develops accurate** planning drawings/diagrams and **lists** requirements for the creation of the chosen solution. | The student:

I. **constructs a logical plan**, which considers time and resources, sufficient for peers to be able to follow to create the solution
II. **demonstrates competent** technical skills when making the solution
III. **creates** the solution, which functions **as intended** and is presented **appropriately**
IV. **Describes** changes made to the chosen design and plan when making the solution. | The student:

I. **designs relevant** testing **methods**, which generate data, to measure the success of the solution
II. **explains** the success of the solution against the design specification based on **relevant** product testing
III. **describes** how the solution could be improved
IV. **Explains** the impact of the solution on the client/target audience, **with guidance**. |
| 7-8 | The student:

I. **explains** and **justifies** the need for a solution to a problem for a client/ target audience
II. **constructs** a **detailed** research plan, which **identifies** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem independently
III. **analyses a range of** existing products that inspire a solution to the problem in detail
IV. **Develops** a **detailed** design brief, which **summarizes** the analysis of relevant research. | The student:

I. **develops detailed** design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research
II. **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** annotation, which can be **correctly** interpreted by others
III. **presents** the chosen design and **justifies fully and critically** its selection with **detailed** reference to the design specification
IV. **Develops accurate and detailed** planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution. | The student:

I. **constructs a detailed and logical plan**, which **describes** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
II. **Demonstrates excellent** technical skills when making the solution.
III. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**
IV. Fully **justifies** changes made to the chosen design and plan when making the solution. | The student:

I. **designs detailed and relevant** testing **methods**, which generate data, to measure the success of the solution
II. critically **evaluates** the success of the solution against the design specification based on **authentic** product testing
III. **explains** how the solution could be improved
IV. **Explains** the impact of the product on the client/target audience. |

Physical and Health Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both **learning about** and **learning through** physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Semester 1 units
Fitness
Racquet Sports
Invasion Games

Semester 2 units
Striking, Throwing and Fielding Sports
Aesthetics
Cycling

School Assessed Coursework:

Fitness Program
SEPEP (Sport Education in Physical Education Program)

Physical and Health Education Objectives

A. Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

i. explain physical health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

i. design, explain and justify plans to improve physical performance and health

ii. analyse and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts

iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

i. explain and demonstrate strategies that enhance interpersonal skills

ii. develop goals and apply strategies to enhance performance

iii. analyse and evaluate performance.

Physical and Health Education Assessment Criteria

	Criterion A: Analysing	Criterion B: Planning for performance	Criterion C: Applying and performing	Criterion D: Reflecting and improving performance
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: i. **recalls some** physical health education factual, procedural conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.	The student: i. states plans for improving health or physical activity ii. states the effectiveness of a plan..	The student: i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. applies information to perform with limited success.	The student: i. states a strategy to enhance interpersonal skills ii. states a goal to enhance performance iii. describes performance.
3-4	The student: i. recalls physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.	The student: i. outlines a basic plan for improving health or physical activity ii. states the effectiveness of a plan based on the outcome..	The student: i. recalls skills and techniques ii. recalls strategies and movement concepts iii. applies information to perform.	The student: i. lists strategies to enhance interpersonal skills ii. states a goal and applies strategies to enhance performance iii. summarizes performance.

5-6	The student: i. states physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.	The student: i. outlines a plan for improving health or physical activity ii. identifies the effectiveness of a plan based on the outcome.	The student: i. recalls and applies skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. applies information to perform effectively.	The student: i. identifies strategies to enhance interpersonal skills ii. lists goals and applies strategies to enhance performance iii. outlines and summarizes performance.
7-8	The student: i. outlines physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.	The student: i. constructs and outlines a plan for improving health or physical activity ii. describes the effectiveness of a plan based on the outcome.	The student: i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.	The student: i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. describes and summarizes performance.

YEAR 10 DATES AND DEADLINES

TERM	WEEK/S	TASK
1	**9**	Tax file number forms must be submitted
2	**7**	Work Experience forms must be submitted
2	**6**	Extra Curricular must be submitted
2	**6**	Service as Action booklet (25 hours of service) must be submitted
2	**6 - 7**	Mid Year Exams
2	**7**	Personal Project (product, evaluation & journal) must be submitted
2		1 week of work experience during the mid-year break **(1 week compulsory)**
3	**5**	Work Experience booklet must be submitted
3	**9**	Service as Action booklet (25 hours of service) must be submitted
	9	Extra Curricular to be submitted
4	**1**	Personal Project (report & journal) must be submitted
4	**6-7**	End of Year Exams
	8	Students promotions into year 11
	8	Year 11 Induction.
4	**8**	Last Day for Year 10 students
4	**TBC**	Award and Certificate Presentation

NOTE:

ALL SUBJECT SPECIFIC COURSEWORK <u>MUST</u> BE SUBMITTED BY THE DUE DATE SET BY THE SUBJECT TEACHER.

For more information, you can contact the school on 83725446.
Contact Persons:
Year 10 Curriculum: Ms Samia Eldib
Student Management: Mr Michael Riskas
VCE & Course Advisor: Mr Orhan Ozdamar