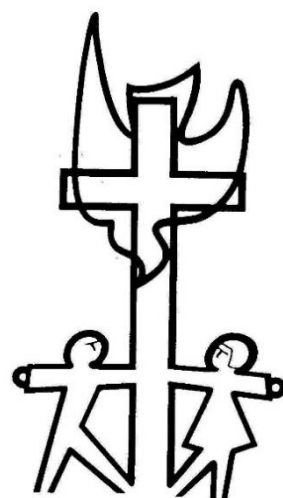




Year 10 Curriculum Guide

2022



**OLIVET CHRISTIAN COLLEGE**

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# ENGLISH

## Course Description

In Year 10, students will continue to read and view imaginative, informative, and persuasive texts that explore issues and analyse how social values and attitudes are conveyed. Students also refine their learning as they transition to VCE. Students are introduced to analytical text responses in relation to novels studied in class, imaginative writing, skills in oral presentations, looking at how language is used to persuade both in oral and written form and comparative essay writing. Students are also encouraged to be involved in both poetry and short story writing competitions and take part in the local Newshounds program run yearly by the Castlemaine Mail.

## Aims

- Introduce VCE text types, including comparative writing and persuasive language analysis
- Identify and demonstrate the author's intent
- Present the for and against of an argument
- Understand the purpose of different text types
- Use reasoning and persuasive language skills to present an argument
- Use creativity in expression of stories and poems
- Understand the purpose of planning both oral and written responses

## Topics

- Creative writing
- Grammar and punctuation tasks
- Spelling tests
- Analytical text responses
- Political cartoon analysis
- Introduction to both comparative text response using Rabbit-Proof Fence and The Hitch Hiker and persuasive language analysis
- Oral presentations
- Text responses to class novel: Little Women

## Time Allocation

- 4 periods per week

## Assessment

- Spelling tests
  - Grammar and punctuation tasks
  - Class participation
  - Oral presentations
  - Text responses to novels
  - Written responses, including essays, persuasive, creative, and informative pieces
- Introductory tasks to both comparative and persuasive language analysis

# MATHS

## Course Description

Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are expected to have access to and become proficient in the use of a CAS calculator functions. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program designed to develop a deeper understanding of set topics.

## Aims

- To develop each student to their fullest mathematical potential according to their unique God-given talent
- To appreciate the way in which mathematics reflects the order in God's Creation
- To appreciate the historical development of Mathematical concepts
- To develop the students' understanding of the concepts of number and space and their inter-relationship
- To deepen the students' awareness and understanding of mathematics as a functional tool in solving everyday problems

## Topics

- CAS calculator functions
- Exponential Functions
- Indices and Surds
- Factorisation
- Geometry
- Linear functions
- Measurement
- Probability
- Quadratic Functions
- Statistics
- Trigonometry

## Time Allocation

- 4 periods per week

## Assessment

- Unit tests
- Assignments & Projects
- Problem solving tasks
- Formal written assessments

# SCIENCE

## Course Description

Students will extend their knowledge of the natural world and the Laws that govern the existence of the universe. They will extend their understanding of Chemistry through studying the Periodic Table and investigating a range of chemical reactions. Students gain an appreciation of Biology and the role DNA and Genetics play in storing information and the immensely complex instruction manual that has been majestically designed. Students will be empowered to describe all forms of movement and motion using Newton's Laws. Importantly, students will be reminded of our responsibility to be good stewards of the creation that God has entrusted to us.

## Aims

- To retain awe and wonder when contemplating God's marvellous creation
- To explore the nature of the biological, physical and chemical worlds
- To develop skills in communication, investigation and inquiry
- To gain an understanding of the contemporary cultural significance of science and technology

## Topics

- Chemistry and the Periodic Table
- Evolution and Natural Selection
- Biology and Genetics
- Physics, Force, Movement and Mass
- Fossils and Geological Time

## Time Allocation

- 4 periods per week

## Assessment

- Unit tests
- Assignments
- Practical investigations and reports

Formal written assessments

# ***CIVICS & CITIZENSHIP***

## **Course Outline**

This Year 10 subject develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained. Students work both individually and collaboratively and develop the skills of Inquiry based research.

## **Aims**

- To compare and evaluate the key features and values of systems of government and analyse the Australian Government's global roles and responsibilities
- To analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy
- To evaluate a range of factors that sustain democratic societies
- To evaluate a range of research questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission
- To account for and evaluate different interpretations and points of view on civics and citizenship issues
- To take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue
- To develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues
- To use appropriate texts, subject-specific language and concepts
- To evaluate how they can be active and informed citizens in different contexts

## **Topics**

- The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local and global contexts.

## **Time Allocation**

- 3 periods per week

## **Assessment**

- Class project work
- Assignments and assessments through an individualised interactive textbook (*Jacplus Learn on*)

# ***ECONOMICS & BUSINESS***

## **Course Description**

This Year 10 class gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students work both individually and collaboratively and develop the skills of Inquiry based research. Students look towards the future of work as they explore the impact of technology on markets.

## **Aims**

- To explain why and how governments manage economic performance to improve living standards
- To analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions
- To develop research questions and formulate hypotheses to frame an investigation of an economic or business issue or event
- To gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions
- To generate alternative responses to an issue, addressing multiple perspectives
- To use cost-benefit analysis and appropriate criteria to propose and justify a course of action
- To develop and present evidence-based conclusions and reasoned arguments incorporating different points of view
- To use appropriate texts, subject-specific language, conventions and concepts
- To analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions

## **Areas of Study**

- The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and are taught in an integrated way, raising contemporary issues, events and/or case studies.

## **Time Allocation**

- 3 periods per week

## **Assessment**

- Inquiry based research
- Class project work, quizzes and reports
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

# GEOGRAPHY

## Course Description

There are two units of study in the Year 9/10 Geography composite class. One unit is taken from each of Year level: 'Biomes and food security' (9) and 'Geographies of human wellbeing' (10). 'Unit One focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. Unit Two focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing, applying global measurement data. Students work both individually and collaboratively and develop the skills of Inquiry based research.

## Aims

- To explain how geographical processes, change the characteristics of places
- To analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments
- To predict changes in the characteristics of places over time and identify the possible implications of change for the future
- To analyse alternative strategies to a geographical challenge, using environmental, social and economic criteria
- To use initial research to identify geographically significant questions to frame an inquiry.
- To evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data
- To record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions
- To use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes
- To synthesise data and information to draw reasoned conclusions
- To present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms
- To propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal

## Areas of Study

- In the Australian Curriculum, Geography is organised in two related strands: geographical knowledge and understanding, and geographical inquiry and skills. Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument. Geographical understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems In Years 7–10, students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

**Time Allocation** 3 periods per week

## Assessment

- Class project work, quizzes and written reports
- Assignments and assessments through an individualised interactive textbook (*Jacplus Learn on*).

# HISTORY

## Course Description

This Year 10 subject provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. In addition to exploring a broad overview of the time period, students conduct two depth studies: World War II and Popular culture (1945 – present). The key inquiry questions for Year 10 are: 1. How did the nature of global conflict change during the twentieth century? 2. What were the consequences of World War II? 3. How did these consequences shape the modern world? 4. How was Australian society affected by other significant global events and changes in this period? Students work both individually and collaboratively and develop the skills of Inquiry based research.

## Aims

- To recall key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time
- To analyse the causes and effects of events and developments and explain their relative importance
- To explain the context for people's actions in the past
- To explain the significance of events and developments from a range of perspectives
- They explain different interpretations of the past and recognise the evidence used to support these interpretations
- To sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time
- To develop, evaluate and modify research questions to frame a historical inquiry
- To process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions
- To analyse sources to identify motivations, values and attitudes
- To analyse and draw conclusions about their usefulness, accounting for their origin, purpose and context
- They develop and justify their own interpretations about the past
- To develop texts, particularly explanations and discussions, incorporating historical interpretations
- To present conclusions using historical terms and concepts by identifying and acknowledging sources

## Areas of Study

- The Australian Curriculum: History is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills. Historical knowledge includes personal, family, local, state or territory, national, regional and world history. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day. The Historical Inquiry & Skills strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence. Historical inquiry processes and skills are described in bands of schooling at two-year intervals.

## Time Allocation

- 3 periods per week

## Assessment

- Class project work, quizzes and written reports
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

# MUSIC

## Course Description

Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music. Students discriminate between different instruments and voice types and build on their understanding of their role within an ensemble. They draw on music from a range of cultures, times and locations as they experience music and evaluate performers' success in expressing the composers' intentions and expressive skills in the music they listen to and perform.

## Aims

- Analyse different scores and performances aurally and visually
- Evaluate the use of elements of music and defining characteristics from different musical styles
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles
- Interpret and perform music with technical control, expression and stylistic understanding
- Use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences
- Use knowledge of the elements of music, style and notation to compose, document and share their music

## Topics

- Theory
- Elements of Music
- Composing
- Singing (choir and small group)
- Music Analysis
- Instrumentals (small group and ensemble)
- Handbells

## Time Allocation

- 1 period per week

## Assessment

- Choir Performance
- Musical Compositions
- Projects
- Theory Tests
- Instrumental Performances
- Participation
- Classroom activities

# VISUAL ART

## Course Description

In Year 10 Visual Arts, students undertake units of work which investigate a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation, observation and perspective drawing using pencils, felt-tip markers and pen and ink. Students then progress to painting with both watercolours and acrylics. Within a 2-year cycle, they may at times diversify into sculpture and block printmaking.

Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

## Aims

Students:

- have opportunities to explore a variety of art media and develop their skills
- learn to communicate their ideas through visual representations
- can identify stylistic features of other cultures and art movements
- consider the viewpoints of others and how these ideas can influence their own work
- develop their own personal style of artwork and the connection to their own uniquely created identity
- discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- develop problem solving and critical thinking skills as they seek to improve their work practices
- use a range of presentation skills to plan and display their work
- understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- recognise and develop their own God-given ability to be creative

## Topics

- Visualisation Drawing, Observational Drawing and Perspective Drawing
- Watercolour Painting
- Acrylic Painting
- Sculpture
- Printmaking

## Time Allocation

- 2 periods per week

## Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work.

# TECHNOLOGY DESIGN

## Course Description

In Year 10 Design Technology, students undertake units of work which investigate the characteristics and properties of a range of materials, systems and components, as well as the tools and equipment they use. Students aim to develop individual and creative project plans and consider the appropriate use of resources when making designed solutions. An example of a product which can be fabricated by Years 9 and 10 students is the wind chimes project. These individually designed wind chimes centre on the use of mild steel bar and rod stock which students shape and manipulate, as well as tubular aluminium for the chimes. Students add free choice materials such as acrylic, resin, polymer clay, wire and wood to assemble unique products. Another project which students may explore is a fan-powered model car, which students design and build, then race them to test their performance. Currently, students are constructing gliders using a range of new and re-purposed materials including thin sheet aluminium harvested from empty soft drink cans.

Students also investigate the client needs that drive demand for their products and learn to work within design briefs as they generate their ideas, produce designed solutions and evaluate the success of their work.

## Aims and Objectives

Students:

- learn to use the design process through research, drawing and planning
- develop critical and creative thinking skills
- identify design constraints and considerations
- articulate their understanding of design solutions through participation in classroom discussions
- develop their understanding of energy and forces
- understand safe workshop practices
- develop knowledge of and skills with workshop hand tools.
- understand the properties of a range of materials, both natural and synthetic
- complete a product evaluation
- consider that just as all products are designed and produced to fulfil a specific need, we too are designed and created for a purpose
- realise that their choices and actions can impact others and the environment
- develop awareness of sustainability and material repurposing

## Topics

May include:

- Wind chimes from mild steel, aluminium and suitable free choice materials
- Fan-powered cars
- Gliders

## Time Allocation

- 2 periods per week

## Assessment

- General observation, formative and summative assessment modes are applied to the areas of Knowledge and Skills.

# ***TECHNOLOGY DIGITAL***

## **Course Description**

As students become more adept at using the internet, they're encouraged to learn about responsible digital citizenship and how to protect their personal information. As creators of digital content, students are also encouraged to learn about the importance of digital copyright and how to protect the integrity of their work. In creating web-based information to meet specific needs, students also learn the basics of webpage design and in collaboration with an economics unit, they create a webpage either based on promoting a charity or business model. Students are also encouraged to develop their use of media technology and are presented with the opportunity work with a small group to create an original Claymation production using a stop-motion app.

## **Aims**

- To encourage students to be aware of behaving responsibly and using appropriate protocols when communicating and collaborating online
- To encourage higher thinking regarding ethics and morals
- To learn about the importance of copyright and how to protect the integrity of their work
- To assist students with developing their thinking, problem-solving, collaboration, and creative skills in working together to create a Claymation project.
- To create a digitally based project that involves interactive information

## **Topics**

- Learning about and creating a short Claymation film
- An introduction to webpage design
- Importance of digital citizenship
- Learning to navigate social media

## **Time Allocation**

- 2 periods per week

## **Assessment**

- Group Claymation project
- Webpage design task
- Class participation
- Written responses

# ***TECHNOLOGY FOOD***

## **Course Description**

Food Technology is part of the Technologies learning area and as such is provided to all secondary school students on a semester basis. All students are introduced to basic food preparation, kitchen safety and hygiene. Activities include safe and hygienic handling techniques; characteristics and properties of food; food preparation techniques; design and presentation of food; nutrition; following a brief; and the evaluation of a product. Students are also encouraged to think about where their food is sourced, investigating ethical and sustainable issues, and evaluating various preparation and preservation techniques.

## **Aims**

- To grow in confidence when reading recipes, working with other students in a kitchen environment and handling various equipment used in meal preparation
- To develop an appreciation of food
- To be aware of food handling procedures and safety in the kitchen
- To develop skills in preparing and cooking
- To consider ethical and sustainability issues regarding food choices

## **Topics**

- Kitchen awareness
- Safety and hygiene
- Tools and equipment
- Cookery terms
- Nutrition
- Reading recipes

## **Time Allocation**

- 2 periods per week

## **Assessment**

- Teamwork and participation
- Practical work
- Written work, including design briefs

# HEALTH

## Course Description

Students in Years 7-10 are encouraged to adopt a healthy lifestyle by learning about their own and others' health, safety, and wellbeing. Students alternate between learning about social and community health and movement and physical activity. Students also partake in the Beep test and other skill testing to improve their fitness. An outdoor education camp is held biannually where students can grow, learn, and consolidate their skills.

## Aims

- To regularly be active and participate in movement-based learning experiences
- To understand the importance of healthy and positive relationships
- To gain a sense of identity, and importantly, their identity in Christ
- To evaluate movement skills and concepts, and be able to transfer these skills to appropriate settings and events
- To manage emotions and make positive life choices
- To value the importance of positive relationships
- To learn and improve on specialised movement skills in sport
- To understand the importance of social, health, and skill-related benefits of physical activity

## Time Allocation

- 2 periods per week

## Assessment

- Participation, both individually and team-based
- Written responses

# ***PHYSICAL EDUCATION***

## **Course Description**

Students participate in small-sided games, where they develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation. The program aims to develop coordination, skill and tactical play in more complex situations using a 'game based' approach. Students will have the knowledge of rules and games plays, and gain the necessary skills to participate in social sport. Promoting fitness for life is an integral part of the program and is addressed by exposing students to a range of different activities and sports. Through the Sports Education unit on Basketball, students learn the importance of working collaboratively in various roles to create overall success in team sports

## **Aims**

- To improve skill level under competitive pressure
- To improve transfer of skills across games
- To improve decision-making
- To improve use of space in games
- To develop teamwork and cooperation
- To develop leadership skills
- To maximize participation
- To increase fun, enjoyment and motivation

## **Topics**

- Badminton
- Fitness
- Netball
- Soccer
- Volleyball
- Swimming
- Football
- Basketball
- Tennis
- Cricket
- Table tennis

## **Time Allocation**

- 2 periods per week

# ***BIBLE***

## **Course Description**

This course of study covers lessons about the background and overview of the New Testament and the four gospel records, Matthew, Mark, Luke and John.

## **Aims**

- To gain a deeper understanding and knowledge of the New Testament.

## **Topics**

- The Inter-Testament period: world powers, political parties, and religious sects
- The Four Gospels: introduction, truths, character emphasis, key verses, and more
- The remainder of the New Testament: the Authors, period, place, problems addressed, purpose, plan of the Book, and more.

## **Time Allocation**

- 1 period per week

## **Assessment**

- Unit check-ups and end of unit tests
- Classwork/bookwork