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YEAR 10 AT DSC

OVERVIEW

In Year 10, students begin to develop pathways in learning. This is achieved through completing fewer elective units for longer periods of time. Students who wish to apply for acceleration into a VCE Unit 1 course should speak to the Learning Community Managers (LCM).

UNIT PREFERENCE PROCESS

Students are required to attend a Parent Information Evening. Student must complete the hard copy Unit Preference Planning Sheet. Unit Preference MUST be completed via the ONLINE Preference process. Instructions for how to do this can be found on the Curriculum page of the Daylesford Secondary College website.

KEY DATES:

*Year 10 2017 Parent Information Evening* - Monday 25th July 2016 6:00-7:00pm

*Submission of unit preferences* – Monday 8th August 2016

*Please note, both the online submission of unit preferences and the completed hard copy planning sheet must be submitted by no later than 9AM on Monday 8th August 2016*

*Our Middle Years Learning Community Managers for 2016*

✓ Please contact either of the below Leaders should you have any questions or concerns regarding matters related to the Year 10 for this year or next year.

    Learning Community Managers: Mr Nick Pethica and Mr Dean Jones
CURRICULUM STRUCTURE

YEAR 10

Students complete the following:

Core Subjects:
- English
- Maths

Elective Units:
- 8 units across the year (students must select one Science and one HAPE elective)

MORE OPTIONS?

Students in Year 10 are also able to apply for acceleration if they wish to enrol in ONE unit from the Senior Learning Community. For example, a VCE Unit 1&2 subject or a VET Unit 1&2 subject.

Should a student be successful in their application to enrol in a senior unit, this will reduce the number of elective units to 7 over the course of the year.

VISUAL OVERVIEW (INCLUDING NUMBER OF PERIODS)

Year 10

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<th>Periods</th>
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| Science | *Students must enrol in at least one unit*
|---|---|
| Biology | Nutritional Science  
Human Biology |
| Chemistry | Forensics & Biomedical  
Chemistry in the Marketplace |
| Environmental | Earth Science  
Sustainability |
| Physics | Experimental Physics  
Models in Physics |
| Psychology | What Makes Us Tick?  
Nature vs Nurture |
UNIT DESCRIPTIONS FOR 2017

THE ARTS

OVERVIEW

All art units have a ‘built-in element’ that allows for flexibility of choice, style, and direction within the program as planned, and permits students to work at their own pace, if they display individual and independent work habits.

If a student wishes to work with materials, or methods that have their own extra financial demands, outside the normal program, some costs may be involved.

Note: All units have a compulsory theory and written component.

UNIT PREFERENCES

VISUAL ARTS

Advisor(s): Ms Erin Low

DRAWING, PAINTING AND PRINTMAKING

Students make and present works that focus solely on drawing, painting and printmaking. This is a standard, popular, all-round course that aims to further develop a student’s confidence, skill and understanding of art. New materials, techniques and reasons for making art are introduced. A balance of teacher initiated tasks and students being able to follow areas of particular interest and/or ability.

HIDDEN TREASURES

Looking at the story of art, from different times, cultural and personal contexts. Know more about what you’re looking at, why some works are special. A balance of both practical art making, and other response tasks. The unit primarily focuses on preparation for studies at V.C.E. level - covering important aspects of both Art and Studio Art.

CONTEMPORARY ART

This unit introduces students to the ideas and art making of Contemporary and Post-Modern Art. Some units of work include Street Art, Conceptual Art, Installation and Performance Art, Digital Art and Photography as well as Mixed-Media assemblage. Students will explore contemporary artists and artworks in order to expand their understanding of art and its role in society. This unit is for all students wishing to push new boundaries and ideas with art making.
VISUAL COMMUNICATION AND DESIGN

Advisor(s): Ms Low

DESIGN FUTURES

In this elective, students will predict where design is headed in the future, completing futuristic tasks to solve problems that may occur in future generations. Students will gain an understanding of past and contemporary design, in order to gain insight into the future of design. During this unit, students will also look at the careers within the design industry and how they may change over the coming years.

DESIGN STUDIO

During this unit, the classroom will turn into a collaborative workspace to create a similar feeling to a design studio. Students will gain an understanding of the practices within the design industry professionals by looking at different studios in different contexts. Tasks to be completed in this elective include those in the communication design (type and images), environmental design (architecture, interior and landscape) and industrial design (objects and products) fields. Students will work together to explore the vast range of options for careers in the design industry and the pathways which will lead them there.

PERFORMING ARTS

Advisor(s): Mr Wayne Pickering & Ms Susan Verbyla

There will be four units offered in the areas of Drama & Theatre Studies. These can be taken as a sequence over the two years or students can select individual units at any point over the two years. There are no pre-requisites for any of the units apart from an interest in the dramatic arts.

DRAMA - STAGECRAFT

Students further develop acting and other stagecraft skills and apply them to both improvised and scripted drama. Students explore ways of creating characters with depth and credibility and interact with other characters in scenes and plays. They consolidate their understanding of stagecraft through designing sets, costumes, props, lighting grids and make-up. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations of dramatic works and identify ways in which they can be developed and refined. They identify the role of performance in particular traditions and times in history in a range of cultures.

DRAMA – PERFORMANCE STYLES

By exploring a range of themes and issues, students further develop acting and other stagecraft skills and apply them to both improvised and scripted drama. They are introduced to the dramatic and theatrical styles and conventions of selected cultures and historical periods while exploring the influence of innovators such as Stanislavski, Brecht and Boal on the development of modern drama. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations
of dramatic works. They identify the role of performance in particular traditions and times in history in a range of cultures. Assessment includes performance and written work throughout the semester.

MUSIC - SMALL BANDS

It will be expected that all students who undertake one or more of the following Music and Performance Units will learn or already be learning a musical instrument/singing and undertake lessons in either a formal or informal capacity. For example: attend instrumental lessons on a regular basis, or be prepared to learn and improve their skills using the available classroom instruments (keyboard and/or glockenspiel) and practice these on a regular basis. All students are expected to perform a program on at least three different occasions, either formally or informally. For example: classroom performances to the students and teacher/s, perform in front of the school at a lunchtime concert, perform at a local gig.

PLAYING FOR PERFORMANCE

It will be expected that all students who undertake one or more of the following Music and Performance Units will learn or already be learning a musical instrument/singing and undertake lessons in either a formal or informal capacity. For example: attend instrumental lessons on a regular basis, or be prepared to learn and improve their skills using the available classroom instruments (keyboard and/or glockenspiel) and practice these on a regular basis. All students are expected to perform a program on at least three different occasions, either formally or informally. For example: classroom performances to the students and teacher/s, perform in front of the school at a lunchtime concert, perform at a local gig.

MEDIA

Advisor(s): Ms Erin Low

Advertising is everywhere. It can be amazingly clever, funny and moving or boringly annoying, but always with a purpose. We examine the best and worst examples and the ideas behind them. As a class we use our knowledge of advertising marketing and techniques to produce an ad’ of our own, to share with the school community.

Digital photography is an additional creative activity. How do advertisers transform actors into characters on a billboard? Use Photoshop to turn yourself into a high glamour billboard star. The course concludes on the weird and wonderful world of abstract photography. Learn to use your eye to see and then photograph the amazing that is hidden amongst the ordinary.
DIGITAL TECHNOLOGIES

Advisor(s): Mr Stephen MacPhail and Ms Allie Morissey

COMPUTING

This practical course will equip students with the skills to be creative developers of digital solutions through the application of computational, design and systems thinking. Students will learn the basics of computer programing starting with Karel and then progressing onto Python (the language used by Pinterest, Google and NASA). Students will use Flash to create interactive animations. Students will also learn how computer operating systems work, the hardware involved and how computers represent data and keep it secure (from images and sound to the binary number system). And finally, students will learn about networks, including the internet, and how networks “talk” to each other.

TECHNICAL

Advisor(s): Mr Michael Sayn & Mr Sean Coleman

WOOD

Building on skills and knowledge learnt from year 7 to 9 woodwork subjects, students will investigate and make judgements on how the characteristics and properties of materials, tools and equipment can be combined to create designed solutions by producing a piece of furniture.

Advisor(s): Mr Michael Sayn

METAL WORK/ JEWELLERY

During this semester students will explore a variety of differing metals and methods used to work and joint them. In Jewellery Making they will use brass or sterling silver as a medium to manufacture a bracelet and ring of their own design based on research undertaken. In Metalwork they will use galvanised and mild steel as a medium to construct a sliding clamp, plumb bob, tool box or funnel using pre-set specifications. Students will be required to establish a design brief which will include manufacturing techniques used, tools and equipment required and logically sequenced production plan. The completed projects will then assessed using evaluation criteria derived from the specifications within their design briefs.

Advisor(s): Mr Sean Coleman
PLASTICS

In this subject the students will complete a unit of work that demonstrates they can safely work with the tools and equipment in manufacturing products from acrylic plastics. This will then be used as a basis for them to build on their knowledge and skills in producing at least two products from plastics based materials. Furthermore, the students will then evaluate the effectiveness of their work to see how it meets pre-established criteria.

Advisor(s): Mr Sean Coleman

SYSTEMS ENGINEERING

Advisor(s): Mr Dean Jones

SYSTEMS ELECTRONICS

Students must design and construct a circuit based on an etched circuit board. They must plan, etch and fit all components required to produce an operating, electronic system. They may then choose to complete a commercial electronics kit or investigate a mechanically based system.

Students also are required to complete an assignment investigating the impact of a technological system on the environment.

SMALL ENGINES

Students are required to investigate the operation and repair of two and/or four-stroke engines using correct tools and work practices to dismantle, repair as necessary, and assemble the operating systems. Students may also choose to construct a model using a chosen method of welding. Students must complete an assignment investigating the impact of a technological system on the environment.
FOOD AND TECHNOLOGY

Advisor(s): Ms Allison Clarke and Ms Sandie Kennedy

FOOD FOR THOUGHT

Have you ever thought about why you eat the food you do? Do you want to learn how to make good food preferences? Choose this unit and learn how to make informed preferences about what you eat. Make preparing and eating food an enjoyable experience. This unit involves both theory and practical sessions. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject (TBC).

MAKE, BAKE AND DECORATE

Do you celebrate important occasions with food? Baked products are an important part of our socialisation. Birthdays and Christmas are celebrated with cakes. Coffee/tea breaks are accompanied by biscuits and slices etc. Students investigate, plan and prepare a range of baked products finishing with a formal decorated cake. This unit involves both theory and practical sessions. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject (TBC).

Please note: this unit is a Semester 2 subject only.

TEXTILES

Advisor(s): Ms Allison Clarke

A STITCH IN TIME

Did you know that fashion is a cyclic process – this means that fashion trends of bygone eras often reappear in a new format? Students investigate the many factors that have contributed to changes in fashion and then go on to design and produce their own fashion item. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating. Students interpret, create, evaluate and discuss a wide range of literary texts, as well as texts designed to inform and persuade.

**Reading and Viewing:** Students read and view a variety of text types including film, novels, short stories, poetry and multimodal texts. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language is used to influence an audience.

**Writing:** Students use a variety of language features to create different levels of meaning; they demonstrate how manipulating language features and images can create innovative texts. They also create texts that respond to issues and integrate ideas from other texts.

**Speaking and listening:** Students listen for ways texts position an audience. They explore how interpretations can vary. They write and deliver presentations, and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.
HEALTH AND PHYSICAL EDUCATION

UNIT PREFERENCES

OUTDOOR EDUCATION

Advisor(s): Mr Luke Roberts

VCE UNITS 1&2 OUTDOOR EDUCATION AND ENVIRONMENTAL STUDIES

Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students will develop a clear understanding of the range of motivations for interacting with outdoor environments, as well as the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Discovering outdoor experiences

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impact on outdoor environments. In this unit students will study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students will develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Please note, students must enrol in both Units 1 and 2.

PHYSICAL EDUCATION

Advisor(s): Mr Luke Roberts

THE HUMAN BODY

This unit is designed to prepare students for VCE Physical Education. It provides an overview of the fundamental aspects required for unit 1 Physical Education. This unit offers the opportunity to participate in a wide range of team sports which may include athletics, swimming, cricket, basketball, Australian Rules Football, gym sessions, handball, badminton, volleyball and tennis. Students study the musculoskeletal system, cardiovascular system, respiratory system and are introduced into the biomechanical principles related to human movement.

ENHANCING PHYSICAL PERFORMANCE

This unit is designed to prepare students for VCE Physical Education. It provides an overview of the fundamental aspects required for unit 2 Physical Education. This unit offers the opportunity to participate in a wide range of team sports which may include cricket, basketball, Australian Rules Football, gym...
sessions, handball, badminton, volleyball and tennis. Students study sport’s coaching, energy systems, health benefits of physical activity, decision making in sport and the National Physical Activity Guidelines.

HEALTH

Advisor(s): Ms Natalie Kirby

HEALTH IN AUSTRALIA

This unit aims to prepare students for VCE Health and Human Development. Students will develop an understanding of key concepts including health and development at different stages of the lifespan. Students will develop an understanding of key terms related to health and health status indicators. They will look at different determinants of health and discuss how these act as risk and protective factors for health across the lifespan and common health issues experienced in Australia including a focus on the National Health Priority Areas.

GLOBAL HEALTH

This unit aims to prepare students for VCE Health and Human Development. Students will use an understanding of key health terms and health status indicators to form an understanding of how Australia’s health compares to developed and developing countries. Concepts such as Sustainable Development Goals, influences on health status, types of aid and government and non-government agencies who promote global health.
HUMANITIES

Advisor(s): Mr Graeme Holmes

OVERVIEW

*Humanities subjects develop student knowledge and understanding of societies and the individual, through the fields of History, Geography, Legal Studies, Business, Civics and Citizenship and Philosophy. Humanities subjects cater for all student learning styles and provide a solid base for students wishing to pursue future higher level academic studies.*

UNIT PREFERENCES

HISTORY

'THE GOOD, THE BAD, THE UGLY'

The Good, The Bad, The Ugly, investigates significant and influential people from History in order to understand the strengths, weaknesses and leadership qualities of each character. Students analyse the positive and negative features of a range of leaders such as Julius Caesar, Alexander the Great, Queen Elizabeth 1, Attila the Hun, Joan of Arc or Genghis Khan. To help develop their critical thinking, students look at various sources of evidence to help construct arguments for, or against, the historical significance of individuals from our distant history. The subject also delves into the turmoil and great changes that occurred during the twentieth century. Students explore various types of influential organisations, individuals, elected leaders, spiritual leaders, cult figures, extremists and criminals that have shaped our recent past such as Gandhi, Nelson Mandela, Emmeline Pankhurst, Martin Luther King, Joseph Stalin, Pol Pot, JFK, Aung San Suu Kyi, Al Capone and Charles Manson.

WAR & PEACE

1920s to the Present

War and Peace is a lead in subject for VCE History focusing on Historical Knowledge and Understanding along with Historical Skills. Students investigate a number of conflicts with specific focus on causes, significant events, outcomes and broader impact as an episode in world history. Students examine key events, issues and experiences through the analysis of primary and secondary sources of evidence. The unit contains a focus on Australia’s involvement in a range of international conflicts such as the Great War, World War II, the Cold War, Korean and Vietnam Wars and recent conflicts in Central Africa and the Middle East.
WORLD OF GEOGRAPHY

Students investigate the characteristics of development that occur across Asia and the globe. They use an inquiry based approach to explore how combinations of various physical and human factors interact to produce observable and sometimes predictable patterns at local, regional and global scales. Students examine patterns of development and evaluate the relevance of such classifications at global, national, regional and local scales.

MANAGE YOUR OWN BUSINESS (MYOB)

At Year 10, Managing Your Own Business will examine responsible business practice from the local, national and global perspective. Students will explore consumerism, through analysis of the needs and wants of the individual consumer. The course will allow students to investigate contracts and agreements in the twenty-first century context. Students will learn how share market and property investment operates; advertising and skills required to run a business. Finally, students will focus on the steps in planning a business.

LEGAL STUDIES

Is our legal system fair? This question underpins this Unit where students examine laws and the procedures used in criminal law such as arrest, the court system and sentencing. The study equips students to make an informed evaluation about fairness and our legal system. In the process, students distinguish between criminal and civil law and learn how to read and interpret legislation. Guest speakers from the legal community contribute to the topic. The course also looks at the role of forensic psychology in criminal investigations and a study of a specific crime or legal issue is also included.

THOUGHT PROVOKING

PHILOSOPHY

What is the sound of one hand clapping? Can you swim in the same river twice? Could your teacher be a machine with no feelings at all? Does God exist? Are wind farms worth it? Is capital punishment immoral? How can you tell if something is real? And what makes something ‘good’? If you are interested in questions like these and you want a way to start answering them, then this subject is for you. You will learn how to think critically about the world that you live in, how to evaluate how and why the world has changed since the origins of Philosophy in Ancient Greece, and how to develop logical and coherent arguments.
ITALIAN

Advisor(s): Ms Mazzitelli

OVERVIEW

Why study languages? Another language:

• helps link students to a wider world and to see themselves as part of a global community
• develops important thinking and problem solving skills
• builds confidence
• it is a discipline that develops academic and scholastic skills
• at VCE level Unit 3 & 4 language students’ language scores are marked up
• it’s fun and challenging

UNIT PREFERENCES

ITALIAN (SEMESTER 1)

In year 10 students will continue to build their knowledge and ability to converse in Italian. This course focuses on students’ understanding and use of Italian within the framework of their experiences in the classroom. Students are encouraged to, exchange personal information and opinions, make requests, arrangements and preferences and create and perform short skits. Students read and write short texts and learn through broader cultural topics including Italian history and geography.

ITALIAN (SEMESTER 2)

Semester 2 Italian is a continuation of first semester. Students continue to build their knowledge and ability to converse in Italian. This course focuses on students’ understanding and use of Italian within the framework of their experiences in the classroom. Students are encouraged to, exchange personal information and opinions, make requests, arrangements and preferences and create and perform short skits. Students read and write short texts and learn through broader cultural topics including Italian history and geography. In second semester greater emphasis is placed on writing and speaking at length and they complete a detailed study of “Il Risorgimento”, which was when Italy became a nation in 1861.

*It is recommended that students who are considering VCE Italian complete both semester 1 and 2 Italian.
CORE MATHS AT YEAR 10

There are 3 levels of CORE Mathematics at Year 10, each is undertaken for 5 periods all year.

PATHWAY 1 - YEAR 10 MATHEMATICS

This flexible is pathway designed to support numeracy and mathematical development of the individual student. The recommended pathway 1 course will be made by the year 9 teacher, in consultation with both student and parent(s).

This unit is a full year unit based on the Victorian Curriculum strands of Number, Measurement & Geometry, and Statistics & Probability. It may not satisfy curriculum requirements for a pass of mathematics at year 10 level and may not satisfy enrolment requirements for courses such as pre-apprenticeship TAFE courses or may not be sufficient for some Defence Force employment. Students passing Pathway 1 Mathematics will be eligible to undertake Units 1 & 2 VCE Foundation Mathematics. Some students passing Pathway 1 mathematics may be eligible to undertake General Mathematics in year 11.

Preference into Pathway 1:

• Only on recommendation of year 9 teacher at end of the student's year 9

• Any student wishing to change from Pathway 2 or 3 into Pathway 1 during the year, will only be considered for acceptance after a face-to-face meeting with the current teacher, parent(s) and student, and following a MIPs/careers interview in which the student is advised of the subsequent limitations of such a decision.

PATHWAY 2 - YEAR 10 MATHEMATICS

This unit is a thorough preparation for both year 11 General Maths and Maths Methods. This unit is a full year course based on the Australian Curriculum 10 strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning.
This unit is designed for capable year 10 students, who may wish to study Maths Methods or both Maths Methods and Specialist Mathematics in year 11.

This course is a full year unit based on the Victorian Curriculum strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning.

**SCIENCE**

Advisor(s): Mrs Elizabeth Woodroffe

**OVERVIEW**

We offer ten science electives, two based on every VCE subject that we offer. Students can do any elective in either semester, however, they cannot repeat a unit. Each elective stands alone for a semester, with no prerequisites.

Students must do at least one in the year to fulfil our reporting criteria and those students who wish to follow a pathway into VCE sciences may do two (one each semester –or more if they so require).

Assessment for each elective is based on:

- Classroom and homework tasks
- Experimental work and research projects
- Tests and end of semester exam

**BIOLOGY**

**NUTRITIONAL SCIENCE**

We Are What We Eat

This unit will focus on how nutrition affects the human body. It will provide detailed knowledge of the main nutrients and their chemical composition and biological function. The structure of the digestive system will also be studied as well as some common digestive problems. Different types of digestive systems in other organisms will be compared and linked to diet. There may be some critical analysis of some popular dietary regimes.
HUMAN BIOLOGY

This unit will focus on the many systems present in the human body such as skeletal, nervous, muscular, reproductive, excretion etc. Basic anatomy and physiology will be studied as well as growth and development and aging and the effect of genetics on these processes. Aspects of maintaining good health and combatting disease including the immune system will also be included.

CHEMISTRY

FORENSICS AND BIOMEDICAL

This unit investigates aspects of forensic science to highlight the role played by science in many facets of police and forensic work. Students explore some of the ways that police, forensic scientists and pathologists use biology, chemistry, earth science, physics, and psychology to answer questions posed to them.

Topics to be covered:
The crime scene; Understanding the Evidence; Fingerprinting; Blood; DNA; Hand Writing Analysis; Basic Pathology; Psychological Profiles.

The biomedical science part of the course provides students with an understanding of the role of the biomedical sciences in the modern world and prepares them for careers in the rapidly growing biomedical sciences field. Areas of biomedical science that are looked at are: molecular biology, genetics, biochemistry, microbiology, physiology, anatomy, and public health. Students also gain an awareness of the social, legal, and ethical issues surrounding technological advances related to the biomedical sciences.

CHEMISTRY IN THE MARKETPLACE

Chemistry in the Marketplace exposes students to the chemistry of everyday products. The course is designed around the rooms of the house and, after some review of fundamental structure and bonding concepts, moves on to topics that include: chemistry in the laundry room, kitchen, garden, medicine box, and garage, as well a variety of others. The course is designed to give students the tools to be critical in their evaluation of the chemicals and chemical processes they experience on a daily basis.

ENVIRONMENTAL

EARTH AND SCIENCE

This unit is concerned with Earth’s dynamic structure and its place in the cosmos. The key concepts developed within this subject are that: Earth is part of a solar system that is part of a larger universe and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources.

Students investigate the processes that result in change to Earth’s surface, recognising that Earth has evolved over 4.5 billion levels and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.
SUSTAINABILITY

Students develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere. Relationships including cycles and cause and effect are explored, and students develop observation and analysis skills to examine these relationships in the world around them.

In this learning area, students appreciate that science provides the basis for decision making in many areas of society and that these decisions can impact on the Earth's system. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects.

PHYSICS

EXPERIMENTAL PHYSICS

What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.

Topic areas to be covered may include Electricity and Thermodynamics

MODELS IN PHYSICS

What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

The skills involved in planning, implementing and reporting on practical investigations will be an important focus of this unit and will involve a student-designed practical investigation.

Topic areas to be covered may include: Motion and Light
WHAT MAKES US TICK?

This unit will focus on the scientific study of individual and collective behaviour, the physical and environmental bases of behaviour, and the analysis and treatment of behaviour problems and disorders. This unit will also explore the physical structure of the brain and how nervous messages are conducted around the body. It will investigate the role of sense organs and their role in perception. Experimental work will be conducted to collect psychological data which will be analysed and discussed.

NATURE VS NURTURE

This unit will explore basic genetics and the heredity mechanisms. It will provide a comprehensive understanding of the DNA molecule and its role. It will investigate the effect of the environment on an individual and how this can modify and make us the individuals we are. This will be an introduction to the area of epigenetics. This unit will also provide a basic understanding of the evolutionary process.