2026 ACADEMIC PROGRAM

YEAR 10

CONTENTS

CULTURE OF CARE
Wellbeing Framework

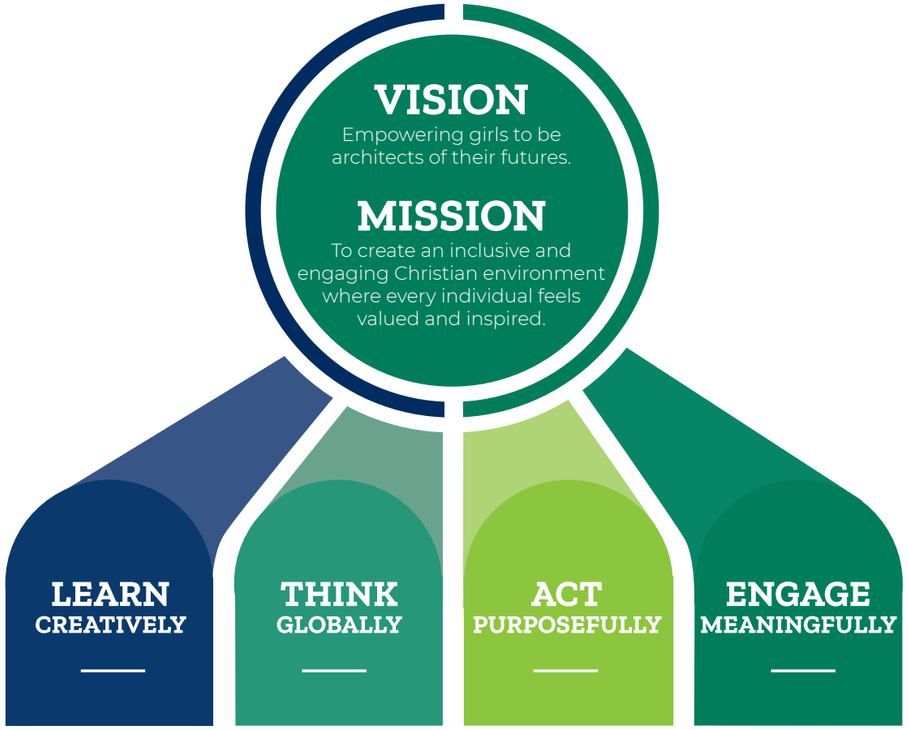
Wellbeing at Somerville House encompasses all students, staff, parents and members of our community as we learn, teach, connect, support and celebrate.

We focus on working intentionally within our community to positively shape the future of young people: the way they think and perceive themselves and others, and the world around them. We strive to develop a positive mindset and encourage students to initiate ideas, and meet and challenge modern complexities of their present lives and their futures, through the values of courage, compassion, integrity, inclusion, gratitude and respect.

Our approach is proactive, responsive and supportive, strengthening character and responsibility to self and the school while we strategically build skills to manage life's challenges. Lessons are learnt formally and informally through connections with others. Since its establishment, Somerville House has exercised its unwavering commitment to nurture students into well-rounded, grounded, confident and knowledgeable and global citizens.

Our Wellbeing Framework - Culture of Care is a framework for all in our community. It draws from our motto, Honour before Honours. It blends academic, social and emotional learning with character and wellbeing, preparing students with skills for a life of meaning and purpose with a positive mindset. This framework focusses on the holistic development of each student, intellectually, emotionally, socially, culturally and spiritually. At its foundation is a commitment to Christian values, beliefs and teachings.

VISION, VALUES AND STRATEGIC INTENT



At Somerville House, our strategic intent is to empower girls to become architects of their futures. We are dedicated to creating an inclusive and engaging Christian environment where every individual feels valued and inspired.

Our vision is to foster a community where girls are encouraged to think globally and act with purpose, developing the skills and confidence needed to lead and make a positive impact on the world.

Our mission is to provide a supportive and nurturing environment that promotes personal growth and academic excellence. We aim to instill in our students the values of Courage, Compassion, Inclusion, Gratitude, Integrity, and Respect, which guide their interactions and influence every aspect of school life. These values are seamlessly integrated with the Christian principles of the Presbyterian and Methodist Schools Association (PMSA)—relationships, care, ethics, personal development, excellence, and celebration—creating a holistic educational experience.

Through our strategic initiatives, we strive to enhance the educational experience by fostering collaboration, innovation, and continuous improvement. We are committed to preparing our students for the challenges and opportunities of the future, empowering them to make a positive impact on their communities and the world.

Year 10

Somerville House has a proud tradition of academic excellence, committed to nurturing and enriching each student's learning throughout the final years of secondary education. The Year 10 program is designed to provide students with greater agency in their learning while ensuring the academic depth and flexibility required to prepare for both the Queensland Certificate of Education (QCE) and the International Baccalaureate Diploma Programme (IBDP).

Throughout Year 10, students engage in a mix of core and elective subjects across the Humanities, Sciences, Languages, Mathematics, The Arts, Commerce, Technology, and Health and Physical Education. This structure allows students to explore areas of interest while consolidating key skills and knowledge needed for success in Years 11 and 12.

English, Mathematics, and Science remain core components, to support the development of foundational skills. In Science, students are required to choose at least one subject—Biology, Chemistry, Physics, or Science Today—enabling them to tailor their studies to areas of strength or curiosity

Health and Physical Education continues in Year 10 with one session per week of Core PE, promoting physical wellbeing alongside academic development.

Year 10 is also a key foundation year for students considering the IBDP. While formal entry into the IB Diploma occurs in Year 11, students in Year 10 are introduced to the academic and personal skills that underpin IB learning—independent inquiry, global perspectives, and a focus on conceptual understanding. It is essential to study a language in Year 10 if students are considering IBDP as a pathway. The introduction of an additional language, Spanish, and an emphasis on breadth across disciplines help position students well for the demands of the QCE and IBDP curriculums.

The subjects outlined in this guide align with the Australian Curriculum and are designed to lay strong foundations for both the QCAA's General Subjects and the IBDP. The academic staff at Somerville House look forward to supporting the Year 10 students of 2026 as they prepare to take the next steps in their educational journey with confidence and purpose.

Ms Naomi Holley
Dean of Academics

> "Our Vision:
> Empowering students to be architects of their future.

CHRISTIAN EDUCATION

HEAD OF DEPARTMENT

Mr Simon Gomersall

SUBJECT DESCRIPTION

As a school of the Presbyterian and Methodist Schools' Association (PMSA), Somerville House responsibly embraces its calling to help students pay attention to the transcendent dimension of their lives, sharing with them the hope, truth and life found in Jesus Christ. Whilst respecting the diverse beliefs within our school community, we seek to encourage spiritual exploration, plant seeds of faith and model the 'good news' of God's love and grace. We do not tell students what to believe but provide the opportunity for them to process their beliefs in well-informed contexts. This involves exploring a 'generously orthodox' view of the Christian faith, the major world religions, challenging questions relating to faith, relational dimensions of life and the interconnection between belief and action.

Towards that end, the Year 10 Christian Education program is based around the following units:

The Parables of Jesus
Exploring the structure, identity, nature, intent and genius of parables. Reading, interpreting and applying ancient parables to contemporary life. In groups, students will explain the meaning of a given parable to the class and create a dramatic representation of the parables essential meaning in a contemporary setting.

Indigenous Australians and Faith
Understanding the circumstances of First Nations Peoples and their orientation towards spirituality and faith.

Christ's Resurrection
What sense can we make of the claim that thousands of years ago Jesus was resurrected? What does philosophy, theology and particularly history have to say about the issue? Students will assume the identity of a first century 'news reporter' and create a headline article objectively investigating the evidence for, alternative theories to and meaning of the resurrection shortly after it happened.

Identity: Who Am I?
Exploring the nature and characteristics of adolescence with emphasis on the influences shaping the student's sense of character and identity. Students create a personalised PowerPoint to unpack various aspects of their identity.

Is the Bible Reliable?
Historical investigation of the New Testament in its context, how the narrative has been preserved and transmitted to produce a profoundly influential text.

Buddhism
Identifying, examining and understanding the basic beliefs, teachings and practices of this major world religion which many contemporary secular people find curiously interesting and relevant.

LEARNING EXPERIENCES

Christian Education is directed towards and has the potential to impact the whole person. Learning experiences are therefore designed to engage student's intellectual, emotional, social and spiritual capacities. These include:

- Personal reflection activities
- Practicing healthy whole class discussions
- Learning to ask open questions
- Learning to respectfully engage with others holding differing opinions
- Investigation and reflection of meaning in videos and narrative
- Puzzles and quizzes
- Creative writing
- Learning to use and extract information from the Bible
- Applying simple interpretive practices to a variety of texts
- Practicing empathy: seeking to understand the experience of others
- Exploring the assumptions we carry that subconsciously impact our beliefs
- Work towards the completion of a project in small groups
- Experiment with spiritual practices
- Through a variety of means, learn to apply beliefs to one's life and practice

ASSESSMENT

- Multimodal group presentation in the Parables Unit
- Creative response assignment to the question 'Who Am I?'
- First century Newspaper Report Assignment in the Christ's Resurrection Unit
- Multiple choice test in the Buddhism Unit

ENGLISH

HEAD OF DEPARTMENT

Ms Joanna Gardiner

SUBJECT DESCRIPTION

English focuses on developing students' capacity to think critically and laterally, to exercise creativity and imagination, to communicate and interact with others, and to understand the power of language. By studying a range of texts, students learn to to interpret, evaluate, create, discuss, analyse, present and perform through writing, reading, viewing, speaking and listening.

Students also engage with concepts and issues involving levels of complexity and abstraction, from a variety of social and cultural contexts, and for a range of audiences. The content of the Year 10 English course addresses the three strands of the Australian Curriculum for English: Language; Literature; and Literacy. Texts that support and extend students as independent readers and thinkers are drawn from a range of genres whose purpose may be aesthetic, imaginative, persuasive, reflective, analytical and/or critical. These may include:

- Literary texts, both classic and contemporary, by a wide range of Australian and world authors. These include texts by First Nations Australians and texts from and about Asia.
- Non-Literary texts, such as biographies, feature articles, historical accounts
- Media and multimodal texts, such as films, digital and online texts, dramatic performances

Year 10 English forms an important link between Middle Years and Senior English, preparing students for the intellectual demands, the more challenging texts and the complex assessment requirements of Year 11 and 12 QCE General English and Literature, as well as the Language and Literature Course in the International Baccalaureate Diploma Programme.

THE VALUE OF STUDYING ENGLISH

A study of English equips students with the ability to communicate effectively, and to contribute as active and thoughtful members of Australian society. By engaging with worlds real and imagined, and critically reflecting on the ways language influences attitudes, values and perspectives, students come to understand better the challenges, complexities and triumphs of the human experience.

Students learn to:

- enjoy and appreciate the aesthetic value of literary and non-literary texts
- think creatively, imaginatively and critically about the ways in which texts shape our perceptions of the world and foster empathy for others
- develop their understanding of, and ability to use, the conventions of written, spoken language and visual (for example: grammar, spelling, punctuation, enunciation, symbolism etc) to respond to, and create a range of texts for a variety of purposes and audiences
- create and analyse perspectives and representations of concepts, identities, times and places in texts
- analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and position audiences
- make inferences, apply reasoning, critically analyse, interpret, evaluate, solve problems, research, and think laterally and flexibly
- create imaginative responses to texts for a variety of purposes and audiences

ASSESSMENT

Learning experiences allow students to explore themes of human experience and cultural significance, to consider perspectives regarding ethical and global dilemmas, to express and justify opinions and to develop the interpersonal skills that will serve them well in the future. They are encouraged to experiment with their own responses to texts, to analyse and evaluate texts, to develop interpretations of texts and to create their own texts, with increasing independence and discernment. These texts are drawn from the following categories:

- analytical
- imaginative
- reflective
- persuasive

YEAR 10 OVERVIEW

Unit 1: A Way with Words
Students read a range of texts, including one novel and a selection of poems and speeches, to investigate how language works to persuade and influence audiences socially, culturally and politically. This unit involves a close study figures of speech, rhetoric, and the language of propaganda and persuasion in contemporary media texts, non-fiction and historical texts.

Unit 2: Shooting the Truth
This unit focuses on representations of cultural and social perspectives in Australian documentary film. Students view, analyse and discuss a range of Australian documentaries, including those produced by, and representative of, First Nation Australians and Asian Australians. By interpreting and evaluating their language features, their purpose and the way in which documentaries represent Australian attitudes, values and perspectives, students are prepared for their study of media texts in QCE English.

Unit 3: Something Wicked
In this unit, students study a play by Shakespeare. They explore its historical and cultural context, paying particular attention to dramatic and literary conventions, and Shakespeare's use of language. The extent to which Shakespeare's plays are rightly part of a cultural heritage will inform students' critical response to the play in the form of an analytical essay.

Unit 4: Lost in Austen
Students read a literary 'classic' and consider the ways in which the text can be reinvented and transformed imaginatively to suit a new cultural context, audience and purpose. By examining connections between the old and the new, students appreciate that texts are open to multiple interpretations and help them to make sense of, and evaluate, their own worlds. This final unit equips students with an understanding of the aesthetic features of literary texts, as well as the confidence to experiment with their own creative and original responses to these texts. Units 3 and 4 of Year 10 English also provide students with a broad introduction to the QCE subject, Literature.

MATHEMATICS

HEAD OF DEPARTMENT

Mr Trevor Redmond

Mathematics in Year 10 can be undertaken at two different levels. The Somerville House Year 10 Mathematics course follows the Australian Curriculum and allows students to select one of two options: Mathematics 1 that focuses on the core components of the Year 10 Curriculum and Mathematics 2, which covers the core components and develops them further through the study of advanced concepts.

Mathematics 1 is for students intending to progress to General Mathematics or Essential Mathematics in Years 11 and 12, while Mathematics 2 is for students intending to study the courses Mathematics Methods or the combination Mathematics Methods and Specialist Mathematics in Years 11 and 12.

Students who undertake to study Mathematics 1 must choose General Mathematics or Essential Mathematics.

Students who select Mathematics 2 may change to Mathematics 1 at specific times during Year 10. However, as content in Mathematics 2 is covered at a faster pace and greater depth, students are not able to change from Mathematics 1 to Mathematics 2.

MATHEMATICS 1

SUBJECT DESCRIPTION

Mathematics 1 continues to develop student proficiency in understanding, fluency, problem solving and reasoning in the strands of Number, Algebra, Measurement, Geometry, Statistics and Probability. Students will use technology to develop their understanding and apply concepts to purely mathematical and life-related contexts.

This course is based on Year 10 Mathematics of the Australian Curriculum and has been designed for those students who have trouble with the more abstract concepts (for example, algebra) in Year 9.

Students who study Mathematics 1 in Year 10 will proceed to General Mathematics or Essential Mathematics in Years 11 and 12. Students who select this option will not be able to study Mathematics Methods or Specialist Mathematics in Year 11 and 12.

THE VALUE OF STUDYING MATHEMATICS 1

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

Mathematical concepts and the processes of mathematical analysis and justification provide a unique and coherent framework for explaining a myriad of physical and social phenomena. The concise languages of mathematics, verbal and symbolic, enable communication of shared mathematical understanding within and among communities. An understanding of mathematical knowledge, procedures and strategies empowers individuals to be effective participants in an interdependent world.

SUBJECT OUTLINE

SEMESTER 1
Linear relationships and applications
Quadratic algebra
Measurement
Trigonometry and applications
Simple and compound Interest
SEMESTER 1
Quadratic Relationships and Applications Exponential Relationships
Geometry
Statistics and Probability

ASSESSMENT

Assessment will involve written tests, examinations and a Problem-solving and modelling task (PSMT).

Examinations - 60% simple familiar questions, 20% complex familiar questions and 20% complex unfamiliar questions.

PSMT - Students are provided a context that they are to represent mathematically. They will have three sessions of in class time and four weeks to prepare a response of up to a maximum of 1000 words; up to a maximum of five pages.

Assessment Instruments will be:

IA 1.1 An examination sampling the concepts from Term 1

IA 1.2 An examination sampling the concepts from Semester 1.

IA 2.1 An examination sampling the concepts from Terms 2 and 3.

IA 2.2 A Problem-solving and modelling task-completed in class over four weeks.

Assessment instruments will assess the following:

- select, recall and use facts, rules, definitions and procedures.
- Demonstrate fluency by comprehending and applying mathematical concepts and techniques.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques.

SUBJECT RECOMMENDATIONS

Students studying this subject will progress to Essential Mathematics or General Mathematics in Years 11 and 12.

Resources:
All students will require a scientific calculator. Course work will incorporate the use of the Casio FX fx-82AU PLUS II Calculator and will be supported by other digital resources. While the laptop computer is essential for the delivery of learning activities in Mathematics, it does not replace the use of the Calculator.

Students should plan to do approximately 25 minutes homework and review each weeknight.

MATHEMATICS *continued.*

HEAD OF DEPARTMENT

Mr Trevor Redmond

MATHEMATICS 2

SUBJECT DESCRIPTION

Mathematics 2 at Year 10 is an advanced mathematics course that prepares students who intend to study Mathematics Methods or Specialist Mathematics, in Years 11 and 12.

This course develops student proficiency in understanding, fluency, problem solving and reasoning in the strands of Number, Algebra, Measurement, Geometry, Statistics and Probability. Students will use technology to develop their understanding and apply the concepts to purely mathematical and life related contexts. Students will be required to plan, investigate, conjecture, prove, justify, think, generalise, communicate and reflect on mathematical understanding and procedures.

This course is for students who enjoy a challenge, want to be thoughtful and use their understanding of mathematics to develop mathematical models for real life contexts and to evaluate the accuracy of their conclusions.

Students must have a good understanding of algebraic concepts and be able to use them fluently. They need to obtain a B rating for mathematics assessment in Year 9. Students who are uncertain about their choice of Mathematics subject should seek advice from their class teacher or Mr Redmond, Head of Mathematics.

THE VALUE OF STUDYING MATHEMATICS 2

Mathematics is an integral part of our social fabric. It adds to our understanding of the world and improves our choices for active participation in this rapidly changing society. The number of career opportunities requiring suitable levels of a wide range of Mathematics incudes health sciences, environmental sciences, the social sciences, as well as the more traditional physical science and engineering, business, accounting, computer science and technology. Mathematical skills provide important tools that can be used at personal, civic, professional and vocational levels.

Mathematics is a unique and powerful way of viewing the world and investigating patterns, order, generality and uncertainty.

Mathematical concepts and the processes of mathematical analysis and justification provide a distinctive and coherent framework for explaining a myriad of physical and social phenomena.

Year 10 Mathematics 2 develops students' competence in the advanced mathematical skills that form the basis of further study in the Senior QCE Mathematical Methods or Specialist Mathematics courses.

SUBJECT OUTLINE

SEMESTER 1
Linear relationships and applications
Quadratic algebra Measurement
Trigonometry and applications
Simple and compound Interest
SEMESTER 2
Quadratic Relationships
Exponential and logarithmic relationships
Geometry and mathematical proofs
Statistics and Probability
Advanced polynomial sketching
Surds

ASSESSMENT

Assessment will involve written tests, examinations and a Problem-solving and modelling task (PSMT).

Tests and examinations - 60% simple familiar questions, 20% complex familiar questions and 20% complex unfamiliar questions.

PSMT - Students are provided a context that they are to represent mathematically. They will have three sessions of in class time and four weeks to prepare a response of up to a maximum of 1000 words; up to a maximum of five pages.

Assessment Instruments will be:

IA 1.1 An examination sampling the concepts covered in Term 1.

IA 1.2 An examination sampling the concepts from Terms 1 and 2.

IA 2.1 An examination sampling the concepts from Terms 2 and 3.

IA 2.2 A PSMT - completed in class over a period of three weeks.

Assessment instruments will assess the following:

- select, recall and use facts, rules, definitions and procedures.
- demonstrate fluency by comprehending and applying mathematical concepts and techniques.
- Communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- Justify procedures and decisions by explaining mathematical reasoning solve problems by applying mathematical concepts and techniques.

SUBJECT RECOMMENDATIONS

This subject is for those students who are planning to progress to Mathematics Methods or Mathematics Methods and Specialist Mathematics in Years 11 and 12.

To enroll in this course students should achieve a B or better in Semester 2 Year 9 Mathematics. Experience has shown that students achieving these grades in Year 9 are more likely to be successful in Year 10 Mathematics 2 course and therefore more likely to meet the pre-requisites for Mathematical Methods and Specialist Mathematics in Years 11 and 12. Students who do not meet the prerequisites will study General Mathematics.

Depending on places, it may be possible for students to change to Mathematics 1 at the end of Semester 1 in Year 10. However, once the Mathematics 1 classes are full, students wishing to change will be unable to do so, until the start of Year 11.

Resources:

All students will require a Ti Nspire CXII graphics calculator. Course work will utilize the Ti Nspire CXII graphing calculator and will be supported by other digital resources. While the laptop computer is essential to support the delivery of learning activities in Mathematics, it does not replace the use of the graphics calculator.

Students should plan to do approximately 25 minutes homework and review each weeknight.

10 SCIENCE TODAY *

HEAD OF DEPARTMENT

Dr Elizabeth Allotta

**This is an alternative to Biology, Chemistry and/or Physics*

SUBJECT DESCRIPTION

This subject provides an opportunity for students to explore science in action in the real world by investigating everyday contexts. The course will consolidate and refine students' science understanding gained in Years 7 to 9 and allow for the development of more complex concepts related to contemporary issues, inquiry and investigative techniques, problem solving, and independent learning skills. Students will explore theories, models and systems related to issues of their own choice within the topics covered and develop expertise in conducting and communicating scientific investigations in various modes.

The course integrates concepts covered in biology, chemistry, physics, and earth science, as well as develops expertise in conducting scientific investigations, research investigations, and communicating their understanding and findings through a variety of representations including written, oral, and visual formats for a variety of audiences.

During this course students will increase their knowledge and understanding of various science concepts and further develop their understanding of the application of science while developing critical thinking and analysis skills, as well as presenting their understanding and research findings in various modes.

Students considering the possibility of studying one or more of the senior sciences in Years 11-12 will be required to complete both a research investigation and student experiment.

THE VALUE OF STUDYING 10 SCIENCE TODAY

This course provides students with the knowledge and skills to evaluate claims being made by others that will ultimately affect their daily lives. The inquiry, analytical, application, and communication skills developed build upon the skills encountered in other subject areas.

SUBJECT OUTLINE

This course is designed to give students insight into contemporary topics related to their world today, exploring their living environment, human activities and events, and the impacts of human activities on our world.

Students will explore aspects of health science including disease, infections, epidemics and pandemics, as well as human reproduction. They investigate and analyse crime and accident scenes, developing skills involved in forensic analysis. As consumers, they will investigate manufacturers' claims and the nature of genetic testing and manipulation (biotechnology). In our ever-changing world, they will explore the evidence of human impact on the world's natural environments and spheres, and the weather and climate change being experienced.

Topics covered will include:

- Disease, infections, epidemics and pandemics
- Human reproduction and reproductive technologies
- Genetic testing and manipulation
- Application of biotechnology
- Forensic analysis of crime and accident scenes
- Consumer science and manufacturers' claims
- Human impacts on our world's natural environments, including weather and climate change

ASSESSMENT

Assessment is based on ACARA Australian Curriculum v9 assessment techniques and conditions with opportunity to develop some skills in the Year 11 and 12 QCAA Senior Science Syllabuses. Students considering the possibility of studying one or more of the senior sciences in Years 11-12 will be required to complete both a research investigation and student experiment.

Students will complete four pieces of assessment covering these objectives:

- Description and explanation
- Application of understanding
- Analysis of evidence
- Interpretation of evidence
- Investigation
- Evaluation
- Communication

Assessment Types:

- Analytical or persuasive article or essay
- Folio (which may include short quizzes and exams)
- Multimodal presentation
- Research Investigation
- Student Experiment
- Other formats, including a scientific report, scientific article, conference paper, video, or as approved by the teacher.

Marking rubrics based on ACARA Australian Curriculum v9 assessment elaborations will be used to assess the task criteria. The appropriate mark will be awarded per task and achievement over the semester or year allocated as one overall grade A+ to E-.

BIOLOGY *

HEAD OF DEPARTMENT

Dr Elizabeth Allotta

**May be taken on its own or with Physics and/or Chemistry*

SUBJECT DESCRIPTION

In Year 10 Biology, students will engage in a comprehensive study designed to build a solid foundation for Biology studies in Years 11 and 12 for QCE and the IBDP. It also provides an excellent foundation for the study of Biology an/or Environmental Systems and Societies in the International Baccalaureate Diploma Programme. This course emphasises a rigorous understanding of biological concepts, scientific investigation techniques, mathematical data analysis, and research skills. Students will explore the intricate structures and functions of living organisms and delve into environmental science, fostering a deep appreciation for the living world. Through this study, students will develop critical scientific thinking skills, essential for lifelong learning and informed decision-making.

THE VALUE OF STUDYING BIOLOGY

Studying Biology provides students with the opportunity to achieve:

- **Deep Knowledge and Understanding:** Gain a comprehensive understanding of the inter-relationships within the living world.
- **Scientific Investigation Skills:** Develop the ability to identify, gather, manipulate and process information in the context of scientific research.
- E**ffective Communication:** Enhance the capacity to communicate scientific concepts and findings in various formats.
- A**pplication of Scientific Reasoning:** Apply scientific understanding, skills and reasoning to address contemporary and emerging issues.
- **Evidence-Based Analysis:** Produce sound, evidence-based analyses, arguments and justifications.

SUBJECT OUTLINE

The subject will cover these concepts in school-designed units that are based upon the following ideas:

- Different types of cells – their structure and function
- Chemicals of life – enzymes, energy and metabolism
- Multicellular organisms
- Human body systems
- DNA, genetics and evolution

Practical skills are an integral part of Biology, enabling students to use appropriate equipment to perform experiments and gather qualitative and quantitative data. Examples of these hands-on activities include:

- Microscopy
- Dissections
- Biochemical tests
- Enzyme-specific experiments
- Human physiology experiments

ASSESSMENT

Students will complete four pieces of assessment covering these objectives:

- Application of understanding
- Analysis of evidence
- Interpretation of evidence
- Investigation
- Evaluation
- Communication

Assessment Types:

- Student Experiment
- Data Test
- Research Investigation
- Examination

Instrument Specific Marking Guides will be used to assess the task criteria. The appropriate mark will be awarded per task and achievement over the semester or year allocated as one overall grade A+ to E-.

LEARNING EXPERIENCES

Students will participate in learning experiences individually or as members of a group or team. A broad range of appropriate learning experiences include:

- **Collaborative Learning:** Participate in group activities to plan, organise, and solve problems.
- **Laboratory Activities and Experiments:** Conduct hands-on scientific investigations.
- **Assignment Work:** Complete structured tasks to deepen understanding.
- **Model Construction:** Build physical or conceptual models to illustrate scientific concepts.
- **Use of Technology:** Utilise digital tools and resources to enhance learning.
- **Classroom Debates:** Engage in discussions to explore different perspectives.
- **Teacher Exposition and Questioning:** Learn through direct instruction and interactive questioning.
- **Audio-Visual Observation:** Watch and analyse educational films, videos, and slides.
- **Case Studies and Surveys:** Investigate real-world scenarios and conduct surveys.
- **Independent Research Study:** Conduct self-directed research projects.
- **Problem Solving:** Tackle challenges both individually and as part of a team.

CHEMISTRY*

HEAD OF DEPARTMENT

Dr Elizabeth Allotta

**May be taken on its own or with Biology and/or Physics*

SUBJECT DESCRIPTION

This subject provides the foundation to prepare students for the intellectual demands, the more challenging problems and the complex assessment requirements of Year 11 and 12 Chemistry for both QCE and IB Diploma programmes. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; and expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

THE VALUE OF STUDYING CHEMISTRY

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

SUBJECT OUTLINE

This course is designed to give students a taste of the topics covered in QCE Chemistry Units 1 to 4, as well as the IB Diploma Programme Chemistry Course.Students will learn all the skills and practices required to work safely within the Chemistry laboratory. The course will consolidate and refine the Chemistry understanding gained so far in Years 7 to 9 and allow development of more complex concepts, investigative techniques, problem solving and the ability to develop independent learning skills. Students explore chemical theories, models, and chemical systems and develop expertise in conducting scientific investigations.

Topics covered will include:

- Properties and structure of atoms
- Periodic table and Periodicity
- Chemical reactions involving rearranging atoms to form new substances and factors that affect the rate of reaction
- Analytical and separation techniques
- Experimental stoichiometry
- Molecules and Intermolecular Forces
- Organic chemistry, organic synthesis and the production of fuels
- Introduction to polymer science

ASSESSMENT

Students will complete 4 pieces of assessment covering these objectives:

- Description and explanation
- Application of understanding
- Analysis of evidence
- Interpretation of evidence
- Investigation
- Evaluation
- Communication

Assessment Types:

- Research Investigation
- Student Experiment
- Examination
- Data Analysis Test

Instrument Specific Marking Guides will be used to assess the task criteria. The appropriate mark will be awarded per task and achievement over the semester or year allocated as one overall grade A+ to E-.

LEARNING EXPERIENCES

These may be teacher or student-directed, and individually or group-based:

- Experiments
- Information retrieval and sorting
- Problem Solving
- Data Collection
- Data Analysis
- Design, administration and evaluation of practical investigations
- Report writing
- Graphical and presentation skills development
- Electronic resource use and development
- Facilitation of critical thinking and independent learning skills
- Second hand data exercises

PHYSICS*

HEAD OF DEPARTMENT

Dr Elizabeth Allotta

**May be taken on its own or with Chemistry and/or Biology*

SUBJECT DESCRIPTION

This subject provides the important link between Middle Years and Senior Science, preparing students for the intellectual demands, the more challenging problems and the complex assessment requirements of Year 11 and 12 Physics.

Physics is an investigative and experimental science that involves formulating questions through analysing phenomena in order to understand how the universe works. Physics involves methods of precise measurement, reproducible experimentation and mathematical relationships. Physics often represents theories and phenomena mathematically.

The Physics course provides students with opportunities to engage with classical and modern understandings of the universe and models that explain many common observable phenomena.

THE VALUE OF STUDYING PHYSICS

Physics is a foundational Science that has strong connections to almost every other scientific field. Studying Physics allows students to explain and make predictions about the world around them. It develops the capacity for critical and independent thought, key skills for adapting to future opportunities and challenges. Studies in Physics can form the basis for further education and employment in fields such as engineering, medicine (especially for students interested in radiology), and sports science. Because of their data analysis and problem-solving skills, Physics graduates are often employed in the software development, data science, and finance roles.

SUBJECT OUTLINE

Physics will consolidate, refine, and build on the Physics understanding gained so far in Years 7 to 9. It provides students with an insight into QCE Units 1-4 Physics, as well as the International Baccalaureate Diploma Programme Physics Course. including concepts and assessment structure. This course has a significant practical component to consolidate understanding of physics concepts.

Topics covered will include:

- Electricity
- Heat and the kinetic particle model
- Conduction, convection and radiation
- Specific heat and temperature scales
- Medical Physics (focusing on nuclear medicine and medical imaging)
- Astrophysics (focusing on stars and the evolution of the universe)
- Linear motion and forces
- Units, prefixes, uncertainties, and graphing

ASSESSMENT

Students will complete 4 pieces of assessment covering these objectives:

- Description and explanation
- Application of understanding
- Analysis of evidence
- Interpretation of evidence
- Investigation
- Evaluation
- Communication

Assessment Types:

- Research Investigation
- Student Experiment
- Examination
- Data Analysis Test

Instrument Specific Marking Guides will be used to assess the task criteria. The appropriate mark will be awarded per task and achievement over the semester or year allocated as one overall grade A+ to E-.

LEARNING EXPERIENCES

These may be teacher or student-directed, and individually or group-based:

- Experiments
- Information retrieval and sorting
- Problem Solving
- Data Collection
- Data Analysis
- Design, administration and evaluation of practical investigations
- Report writing
- Graphical and presentation skills development
- Electronic resource use and development
- Facilitation of critical thinking and independent learning skills
- Second hand data exercises

ACCOUNTING

HEAD OF DEPARTMENT

Ms Katrina McManus

SUBJECT DESCRIPTION

Accounting is a universal discipline encompassing successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is designed for students who have an interest in business, commerce, entrepreneurship and the personal management of financial resources. The study of Accounting enables students to understand the processes involved in recording and reporting accounting information.

THE VALUE OF STUDYING ACCOUNTING

Studying Accounting should enable students to participate more effectively and responsibly in a changing business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner and to become independent learners. The course is designed not only to provide a foundation in the discipline of Accounting, but also to prepare students for further education, training and employment.

This subject lays the foundations for the study of Accounting at a senior level. The course has been designed to assist students in making well-informed subject choices at the end of the year.

SUBJECT OUTLINE

Topics covered throughout the course will include a combination of:

Introduction to Real World Accounting

- Business entities and the role of accounting
- Comparison of real-world company performance

The Accounting Process

- Classification of accounts
- The accounting equation
- Rules for debit and credit
- Double entry accounting
- GST
- Journal, Ledger and Trial Balance

Accounting Ratios and Statement Analysis

- Statement of Profit or Loss
- Statement of Financial Position
- Profitability, liquidity and stability ratios
- Interpretation of ratios and financial statements

MYOB

- Application of computerized accounting processes for a service business
- Accounting for Cash
- Cash journals and bank reconciliation
- Cash controls – investigating a real-world business
- Statement of Cash Flows

ASSESSMENT

Students will be assessed using a variety of techniques including:

- Examination – combination response e.g., multiple choice, short written responses, practical items and extended written responses
- Project i.e., a case study approach involving practical accounting solutions and business report
- Technology will be used to produce the majority of responses including word-processing and spreadsheet software and a computerised accounting package.

The Course Objectives outline knowledge and skills that students will develop during the course, while assessment provides evidence of how well students have achieved these

Assessment Criterion	Course Objectives
Comprehending	Comprehend accounting concepts, principles and processes
Analysing	Analyse and interpret financial data and information
Evaluating	Evaluate practices of financial management to make decisions and propose recommendations
Synthesising	Synthesise accounting principles and processes
Communicating	Create responses that communicate meaning

LEARNING EXPERIENCES

The learning experiences involved in the Accounting course will enable students to extend their knowledge and understanding of business finance and to develop their reasoning process and practical skills. Possible experiences include:

- completing practical accounting tasks
- using computers and other technologies
- investigating contemporary case studies
- participating in individual and group work
- preparing multi-modal presentations
- excursions/incursions

BUSINESS

HEAD OF DEPARTMENT

Ms Katrina McManus

SUBJECT DESCRIPTION

Business is a contemporary discipline that impacts on and presents a range of challenges to individuals, community members and government representatives. Business aims to equip students for their role in a global society.

The subject focuses on engaging students by exploring a range of business environments and situations. This is achieved through an inquiry approach utilising real-life case studies and simulations. Business creates a learning environment conducive to fostering entrepreneurial ambition, social responsibility and ethical behaviour.

THE VALUE OF STUDYING BUSINESS

Business is beneficial to all students as it provides many opportunities for students to develop the attributes of lifelong learners. It brings together theoretical understandings and practical applications in a range of business activities.

Students develop the ability to use business information technologies and to interact confidently within a business environment. Students apply a range of individual and group strategies to resolve issues and complete tasks.

Year 10 Business lays the foundations for the study of Business at Year 11 and 12 level. The course has been designed to assist students in making well-informed subject choices at the end of the year.

SUBJECT OUTLINE

The course is structured to provide students with general business information useful in a variety of contexts.

Topics covered will include:

SEMESTER 1

Term 1 - Business Foundations

- Developing big ideas
- Modes of entry
- Business structures
- Stakeholders of business
- Evaluation of business situations using a decision-making matrix

Term 2 - Establishing a Business

- Analysis and interpretation of business situations using a SWOT

SEMESTER 2

Term 3 Entering Markets

- Branding
- Target market
- Marketing research
- Marketing mix
- Consumer behaviour

Term 4 – Somermarket

- Business Plan
- Establishing and running a small business venture
- Evaluation of strategies used
- Simple financial records

ASSESSMENT

The Course Objectives outline knowledge and skills that students will develop during the course, while assessment provides evidence of how well students have achieved these objectives through the application of Assessment Criterion.

Assessment Criterion	Course Objectives
Describing	Students describe, recall and provide an account of business information using business terminology.
Explaining	Students identify and explain business concepts and processes using business terminology.
Analysing	Students select and examine business data and information relevant to a variety of business situations and interpret relationships and trends from the analysis to draw conclusions
Evaluating	Students use criteria to evaluate business situations in order to make judgments about business practices.
Communicating	Students create responses that communicate meaning

A variety of assessment techniques will be used. These techniques may include:

- Examination – combination response
- Extended Response - Feasibility Report
- Investigation - Business Report

LEARNING EXPERIENCES

The learning experiences involved in the Business course will enable students to extend their knowledge and understanding of the business environment and develop their reasoning process and practical skills within a business context. Possible experiences include:

- preparing multimodal presentations
- participating in discussions about the world of business
- using computers and other technologies
- investigating business procedures
- participating in group work
- participating in visits to industry

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

CHINESE

HEAD OF DEPARTMENT

Mrs Sarah Thomas

"TEACHING A MAN TO FISH IS BETTER THAN GIVING HIM FISH"

(CHINESE PROVERB)

SUBJECT DESCRIPTION

This course builds on the language and skills developed in Chinese classes in Years 7-9. The aim of the Year 10 Chinese course is to enhance students' capacity to communicate effectively with others. To increase their fluency and accuracy, students need to acquire a knowledge and understanding of the linguistic features of Chinese; and become familiar with grammatical structures by studying various linguistic functions used in a variety of contexts. Social-cultural awareness is also an important aspect of language learning.

The China tour is one of the main activities of Year 10, therefore, more tour-related topics are covered in the course. Class activities are based on realistic situations and explore a wide range of topics, from everyday situations to social issues with the four macro skills implemented. Apart from gaining fluent oral communication skills, as Chinese is a character-based language, students are encouraged to recognise and reproduce Chinese characters. Homework will be set to monitor students' progress.

Students are encouraged to participate in Chinese-related activities, such as the China tour, Immersion Day or hosting exchange students.

PLEASE NOTE:

This course is designed for students who have prior experience of learning Chinese.

Students considering the International Baccalaureate Diploma Programme or considering continuing a language for QCE Years 11 and 12 must select a language in Year 10.

THE VALUE OF STUDYING CHINESE

Chinese is a valuable language for Australians to learn.

Modern Standard Chinese is the most widely spoken language in the world, with approximately a billion people speaking it as their first language. In addition, over 230 million people speak Chinese as a second or third language.

Modern Standard Chinese is one of the five official languages of the United Nations.

China has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. Its influence has gone beyond China to other parts of the world. In particular, China has made a significant contribution to the development of the cultures of other Asian societies, such as Japan, Korea and Vietnam.

Since the 1840s, Australian society has been enriched by the contribution of Chinese communities. There are many opportunities for students to interact with and experience Chinese language and culture.

China, along with other Chinese-speaking countries and regions, such as Taiwan, Singapore and Hong Kong, are among the largest, most dynamic and fastest-growing economies in the world. Modern Standard Chinese is a language of trade and commerce in these countries.

Knowledge of Modern Standard Chinese will facilitate entry into the Asia-Pacific region in areas such as business, trade, tourism and education and, when combined with other skills, will increase employment opportunities.

Knowledge of Modern Standard Chinese has benefits in the travel and tourism industries. Australia is one of the most favoured tourist destinations for Chinese-speaking people. It will be useful when travelling to Chinese-speaking countries and areas.

Governments at the national, state and local levels are strengthening their ties with China and other Chinese- speaking countries and areas through trade, education and cultural exchanges.

Modern Standard Chinese will provide students with unique opportunities to study a character-based language, which is quite different from their own. It offers them a different dimension of thinking and understanding of other cultures.

SUBJECT OUTLINE

TERM 1	**Healthy Eating –** describing and identifying common and less common healthy foods
TERM 2	**Culture of Food –** exploration of regional areas and how this impacts dining options
TERM 3	**Shopping –** discussion of how technology has changed the shopping experience in China and in Australia
TERM 4	**A Balanced Life –** inquiry into strategies to ensure positive wellbeing

By the end of Year 10, students should be able to recognize at least 400 characters and write at least 200 of them. They are expected in some contexts to write connected passages of about 200-250 characters. These should be mainly in characters, using pinyin (which includes tone marks) in place of characters that are not known.

ASSESSMENT

Tests will be conducted each term to assess students' skills and knowledge in terms of:

- Analysing Chinese texts (in English and Chinese)
- Creating Chinese texts with Chinese stimulus
- Exchanging information and ideas in Chinese

Whilst content will be appropriate for Year 10, all assessment will reflect the requirements of the new QCAA Senior Chinese Syllabus, as well as preparing students for the language and grammatical rigour of the International Baccalaureate Diploma Chinese Programme.

LEARNING EXPERIENCES

Students' learning experiences are based on authentic texts and settings in real life situations.

With each topic, a wide range of activities is employed in the Chinese classroom. Generally, role-play, interview, speech, discussion, survey, report and debating are adopted for cultivating speaking and listening skills. Media, such as television programs, radio programs, videos and social media material are used as supplementary resources to enhance students' listening ability. Students also practice their reading skills by recognising characters on signs, articles, advertisements, brochures, itineraries, newspapers, poems and short stories. Students experience writing skills by completing forms, writing letters, invitations, reports and diary entries, and by designing posters.

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

DESIGN AND DIGITAL SOLUTIONS

HEAD OF DEPARTMENT

Mr Justin Bryan

SUBJECT DESCRIPTION

Design and Digital Solutions is a subject that builds upon the skills developed in Middle School Digital and Design Technology courses. It aims to prepare students for further study in either Digital Solutions or Design in Year 11 and 12.

It also helps develop essential IT skills for all other courses. It will allow students to gain:

- A greater appreciation and understanding of Information Technology (IT) and Design Thinking
- An appreciation of the implications and ethics of Information Technology in society
- Further skill development in the creation of digitally- based and analog solutions for complex, open-ended problems through practical and iterative methodologies

This subject promotes everyone as a valued member of the global community and the social and political impact of access or denial of access to technology.

Designed solutions (digital and otherwise) have an impact on people's education, attitudes, behaviour and relationships, along with their rights, both legal and moral.

Digital technology is an integral part of society, where people and societies have used them to transform, restore and sustain the world in which we live in. Society, in recognising the value of digital fluency and mastery, will demand more individuals who are enterprising, innovative and are able to understand the various impacts of IT, as well as being able to work independently and collaboratively.

The subject will develop students' abilities principally in Design Thinking, Design development, coding, and Information Systems, particularly in preparation for Senior School or other further study in programming and/or design.

Design also forms a significant part of this course from Design Thinking and Design Principles to UX Design prototyping. It includes the investigation and generation of prototype solutions in such diverse areas as Wearable Design; Fashion Design, Interior Design, Architecture and Sustainable Design.

THE VALUE OF STUDYING DESIGN AND DIGITAL SOLUTIONS

Students who study Design and Digital Solutions will learn multiple strategies to solve a range of problems, including problems faced regularly in other curriculum areas. Real world problems that are addressed by digital or designed solutions are based in a wide range of contexts, so students who undertake Design and Digital Solutions will gain an appreciation and understanding of how to create digital and/or design solutions in authentic situations. Students will learn how to harness base technical skills and utilise them to create solutions that are rigorous, innovative and satisfy both prescribed and self-determined success criteria. Students will learn to exercise judicious independent judgement in the design and evaluation of solutions.

Students will learn a structured and iterative approach to building solutions to problems. They will learn to work in teams to create solutions to problems, promoting individual initiative and collaboration skills.

Any student looking at incorporating digital solutions or design into their career or further studies would be well advised to take this subject, particularly for any students seeking to undertake Digital Solutions or Design in Senior School. However, the benefits that come from gaining a working knowledge of design and digital solutions would benefit students with interests in any field of endeavour.

SUBJECT OUTLINE

There are 4 units in the course studied cumulatively in various topics.

TERM 1	**Intro to Design Thinking through Fashion** Convergent and Divergent thinking strategies, ideation, documentation through fashion design projects
TERM 2	**UX/UI Design** App and web design based on commercial design needs.
TERM 3	**Interior Design and Architecture** Human-centred design problem, needs and wants, empathy mapping.
TERM 4	**Application and Data** Information Systems, SQL, and back-end development.

LEARNING EXPERIENCES

Students will investigate both technical and non-technical aspects of technology-based solutions and systems, then create prototypes to show both product design as well as functionality to their peers who represent both colleagues as well as potential stakeholders. Digital solutions are accompanied by technical reports grounded in the principles of project management. Students will improve and nurture their digital skills and develop a strong foundation in common programming constructs and computational thinking (problem decomposition, pattern recognition, abstraction and algorithmic design). Design solutions are accompanied by a portfolio containing documentation of the process(es) they have undertaken to generate their solutions.

This will encourage students to develop design thinking skills and practice using a range of convergent and divergent thinking strategies.

Students will be able to create and showcase their design and production projects which could be linked to Esport, Gaming design, Mobile Phone App, Visualising Data, animation, engineering, Augmented Reality, Virtual Reality, Cyber Security and much more.

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

DRAMA

HEAD OF DEPARTMENT

Mrs Michelle Crouch

SUBJECT DESCRIPTION

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences, as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. At its core, drama is about taking on roles and 'standing in the shoes' of another and imagining and communicating through different perspectives. Taking on roles across times and places involves imagination that relies on a learner's ability to empathise and understand others. This course prepares students for further study of Theatre in the International Baccalaureate Programme, as well as the QCE Drama course.

THE VALUE OF STUDYING DRAMA

Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures. Students develop invaluable and transferable 21st century skills in the Drama classroom. Drama is accessible to all and engages students as they learn about themselves, their peers, and the world.

LEARNING EXPERIENCES

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

SUBJECT OUTLINE

Below are units of work covered throughout the year.

SEMESTER 1

Share & Reflect: Ritual Drama & Characterisation

The earliest dramatic action can be traced back to rituals in Ancient Greece. Throughout the centuries, ritual use has been important in creating meaning for both individuals and communities. Consequently, dramatists have incorporated ritual in their works to create dramatic meaning for an audience. This unit will require students to revise voice and movement skills, learn more about the role of symbol, and study how ritual has been used in written play texts as well as pop-culture and mass media.

Students will also introduce narrative into their physical work, using play texts such as The Small Poppies and Girls Like That. The students will unpack the processes involved in creating a character through the themes, relationships and narratives in the play and explore techniques for creative and imaginative individual contributions to the acting process. It is also important for student actors, directors and designers to have a thoughtful and deep knowledge of the play being studied.

SEMESTER 2

Challenge & Transform: Monologue and Documentary Drama

The power of 'the story' can be seen in many varied contexts and cultures. Stories can celebrate our communities and allow history and tradition to be kept alive. This unit of work explores why 'the story' has such a significant place in our daily lives, and how it can be a rich source of dramatic material. Students will explore storytelling and story drama, moving to the 'monologue'.

One of the most powerful roles of drama is that of 'protest'. As such, students will shape and perform drama, including 'documentary drama'. The purpose is to challenge the audience, drawing together the many dramatic conventions, skills and elements they have worked with throughout the year. Using the play Onefivezeroseven, students will interpret script and shape original drama.

ASSESSMENT

Students experience a range of Making and Responding opportunities. Whilst students make and share drama in a variety of group and independent contexts, students are assessed individually.

SPECIAL REQUIREMENTS FOR THE SUBJECT

In Year 10, there may be opportunities to attend excursions to see live theatre and attend workshops. Students must purchase a set performance uniform of 'drama blacks' to wear for practical assessment (details for these are included on the booklist).

ECONOMICS

HEAD OF DEPARTMENT

Ms Katrina McManus

SUBJECT DESCRIPTION

Economics is integral to every aspect of our lives including our employment opportunities, business operations and living standards. At the core of the subject is decision-making: how to allocate scare resources to maximize the population's well-being. This course introduces the fields of microeconomics and macroeconomics. Microeconomics is the study of individuals, households and businesses and macroeconomics is the study of economy-wide phenomena including inflation, unemployment and economic growth. In addition, students investigate the field of international economics and the dynamics of Australia's place in the global economy.

THE VALUE OF STUDYING ECONOMICS

The study of Economics provides many opportunities for students to develop the valued attributes of lifelong learners. An understanding of Economics contributes to socially responsible and informed decision making within a dynamic economy. It enables students to appreciate the changing nature of economic issues and maintain an ongoing interest in the Australian and the global economy.

Economics lays the foundations for the study of Economics at a senior level, both in the QCE and the International Baccalaureate Diploma Programmes. The course has been designed to assist students in making well-informed subject choices at the end of the year.

SUBJECT OUTLINE

Topics covered throughout the course include:

Introduction to Micro-economics

- The basic economic problem
- The production-possibility model
- The circular flow of income model
- The price mechanism model

Introduction to Macro-economics

- Economic objectives of government
- Key economic indicators
- Demand side policies:
- Monetary policy
- Fiscal policy

Modified Markets

- Markets and efficiency
- Case studies e.g., market concentration, environmental economics, inequality of income and wealth

International Economics

- Absolute and comparative advantage trade theories
- Direction and composition of trade
- Exchange rate
- Balance of Payments
- Free trade agreements

ASSESSMENT

Students will be assessed using a variety of techniques including:

- Examination – extended response
- Examination – combination response (i.e., multiple choice, short response, extended response items)
- Investigation

The Course Objectives outline knowledge and skills that students will develop during the course, while assessment provides evidence of how well students have achieved these objectives through the application of Assessment Criterion.

Assessment Criterion	Course Objectives
Comprehending	Comprehend economic concepts, principles and models
Analysing	Analyse economic issues
Evaluating	Evaluate economic outcomes
Creating a response	Create responses that communicate economic meaning to suite the intended purpose

LEARNING EXPERIENCES

The learning experiences involved in the Economics course will enable students to extend their knowledge and understanding of the economic environment and to develop their investigative and research skills. Possible experiences include:

- participating in discussions about current economic issues
- investigating current economic issues
- participating in group work to provide seminars for classmates
- developing and delivering multi-modal presentations
- developing an awareness of current events through internet research and analysis of newspaper articles
- using ICTs
- excursions/incursions
- excursions/incursions

ENGINEERING

HEAD OF DEPARTMENT

Mr Justin Bryan

SUBJECT DESCRIPTION

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. It is suited to students who are curious about how modern society and the built environment around us has been designed and constructed and have an interest or ambition to learn of how to contribute to its further development in a rapidly changing era.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering is a subject designed to prepare students for further study in the ATAR Year 11 and 12 General Subject, Engineering.

In this subject, students will:

- explore the problem-solving process in Engineering
- use collaboration and brainstorming strategies to develop ideas to solve a problem
- determine solution success criteria central to the development of a solution to an engineering problem, and evaluate predicted solutions against these criteria
- use sketching and accurate drawing techniques to represent and explain ideas
- recognise, describe and synthesise simple electronic circuits and devices featuring a microcontroller
- describe and classify materials, including how engineers classify materials into metals and alloys, composite materials, ceramics and natural materials
- comprehend engineering statics, including Newton's Three Laws of motion, forces, static equilibrium and vector quantities

THE VALUE OF STUDYING ENGINEERING

Engineers are problem solvers: they are trained to find and identify problems and opportunities, gather the necessary information to provide context and meaning to those problems, then create innovative, effective, safe and sustainable solutions that address these problems. Engineering problem-solving is grounded in mathematics and science and is often collaborative and multi-disciplinary. Engineering careers are richly varied and rewarding, with opportunities for working in societies and environments urban and rural, industrial and commercial, within Australia as well as all around the world.

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

SUBJECT OUTLINE

UNIT 1	Think like an engineer
UNIT 2	Wire like an engineer
UNIT 3	Look forward like an engineer
UNIT 4	Use the force like an engineer

LEARNING EXPERIENCES

The course draws upon the fundamental principles of science, mathematics and technology to reinforce conceptual ideas through practical workshop and activities. Integral to the study of Engineering is an understanding of the engineering problem-solving process – the creative, iterative process used by engineers to help develop products and to devise systems, components or processes that meet human needs. Students are required to undertake a variety of engineering design challenges which include activities such as testing materials, formulating problems and analysing engineering solutions, modelling solutions and prototyping. These activities provide a framework by which theoretical principles can be investigated and tested.

Students will be required to complete home learning and regular revision to reinforce explained concepts and practised processes from class. Students complete assignment tasks to exercise their problem-solving and documenting skills, as well as examinations to test fundamental, theoretical skills. Students will work individually and collaboratively. They are expected to be independent learners and they will be assigned regular home learning tasks.

It is recommended that students wishing to study Engineering have at least a B grade in Science and Mathematics.

FRENCH

HEAD OF DEPARTMENT

Mrs Sarah Thomas

"YEAR 10 FRENCH IS UNLIKE ANY OTHER SUBJECT. BY THE END OF YEAR 10, YOU WILL REALISE THAT YOU KNOW MORE THAN TWICE AS MUCH AS YOU DID BEFORE."

A NOTE FROM JOCELYN, YEAR 12 FRENCH STUDENT.

SUBJECT DESCRIPTION

This course builds on the language and skills developed in French classes in Years 7-9. The Year 10 French course aims to broaden students' knowledge of the language in the four macro skills of Listening, Speaking, Reading and Writing. There will be the chance to study topics in depth, to learn more about the cultural richness and diversity of France and French-speaking countries, and to enjoy the satisfaction of making greater progress in the language.

While the emphasis of the Year 10 course is upon encouraging fluent oral communication, a solid grammatical base is also established, providing a firm foundation for Years 11 and 12. In fact, most of the important tenses are covered in Year 10. The Year 10 French course prepares students for senior study in French for both the QCE and International Baccalaureate Diploma Programme

PLEASE NOTE:

This course is designed for students who have prior experience of learning French

Students considering the International Baccalaureate Diploma Programme or considering continuing a language for QCE Years 11 and 12 must select a language in Year 10.

THE VALUE OF STUDYING FRENCH

French is a valuable language for Australians to learn.

- A proficiency in French gives access to the living and working language of some 300 million people around the world, as it is spoken in Europe, North America, South America, the Caribbean, Africa, South-East Asia, and the Pacific region. It is the first or second language in more than 40 countries.
- The presence and continuing influence of the French are evident throughout the world, and for Australians who wish to participate effectively in global affairs, an understanding of the French language and culture is a significant advantage.
- French is an official working language of the United Nations Organisation, UNESCO, NATO and OECD, the International Olympic Committee, the Council of Europe and the European Community. It is, therefore, used for the negotiation of treaties, agreements and accords, and is a significant tool of market contact in international exchange. It plays a substantial role in international areas of law and diplomacy and is the dominant working language of the European Court of Justice.
- Today, France continues to be one of the most important economic powers and a world leader in aeronautics, computing, medicine, telecommunications, engineering and scientific research. Professionals in the fields with a working knowledge of French benefit directly from this expertise.
- A knowledge of French also gives access to a culture that, throughout its long history and because of its multifaceted nature, has enriched that of others. Its contributions to such fields as art, philosophy, architecture, music, literature, film, fashion, and cuisine are significant.
- France remains the world's most frequently visited tourist destination. In addition, tourism to New Caledonia, Queensland's close neighbour, continues to expand.

SUBJECT OUTLINE

TERM 1	**A Weekend in Paris with Friends:** Exploration of key tourist sites in Paris and vocabulary related to talking about friends.
TERM 2	**Looking Back:** Introduction to the imperfect tense as we consider our childhood memories and what daily life used to be like.
TERM 3	**Sharing the Planet:** exploration and discussion of environmental issues and how we can take action to protect our planet.
TERM 4	**Looking Forward:** Consolidation of future and conditional tenses to discuss and share what careers and future life might look like.

ASSESSMENT

Tests will be conducted each term to assess students' skills and knowledge in terms of:

- Analysing French texts (in English and French)
- Creating French texts with French stimulus
- Exchanging information and ideas in French

Whilst content will be appropriate for Year 10, all assessment will reflect the requirements of the QCAA Senior French Syllabus, as well as preparing students for the language and grammatical rigour of the International Baccalaureate Diploma French B Programme

GEOGRAPHY

HEAD OF DEPARTMENT

Mr Cameron Laidlaw

SUBJECT DESCRIPTION

Geography is the study of the interaction between people and environments. It develops knowledge and understanding of the distribution of natural and human phenomena; for example, inequalities in wealth, land formations and climate.

THE VALUE OF STUDYING GEOGRAPHY

Geography provides a basis for students to engage in questioning, inquiring, creating solutions and decision-making in real world contexts. Year 10 Geography provides an excellent foundation for Senior studies in Geography, Biology, Chemistry, English, Legal Studies, Modern or Ancient History and Economics. It also provides an excellent foundation for the study of Environmental Systems and Societies as part of the International Baccalaureate Diploma Programme. It leads to a vast number of career opportunities such as architecture, town planning, environmental law, environmental science, tourism and recreation, real estate, cartography, geographic information systems, heritage/national park planning and management, resource/land management, environmental consulting and spatial science careers such as imagery, engineering and surveying.

SUBJECT OUTLINE

Geography of terrorism or tourism

Terrorism is a term we hear regularly on the evening news, yet we rarely stop to question its meaning. This phenomenon and its social, environmental, economic and political impacts are focused on here, both around the world and in Australia. We examine the history of the concept and its use today as a political tool. Investigations reveal the spatial distribution of terrorism and the variety of manifestations.

In the Tourism unit, students explore tourism's characteristics, including its locations, forms, changes over time, and its effects on people and environments. They examine examples from both Australia and around the world. Tourism is defined as travel outside one's usual environment for more than 24 hours but less than a year, with over a billion international tourists annually. The Asia-Pacific region receives 23% of global arrivals, and tourism has significantly impacted environments, economies, and cultures since the 1950s. The unit highlights how interconnections—such as climate, landforms, culture, and infrastructure—shape tourist destinations and stresses the importance of managing tourism sustainably.

Environmental Change and Management

Environmental Change and Management includes field research and focuses on how human-environment interactions shape the characteristics of places at various scales. Students investigate the impact of human activities on a range of environments and how environmental conditions influence human actions over time. We analyse patterns of distribution and explore the interconnections between people, places, and environments.

Students will consider the consequences of environmental change and to evaluate responses to geographical challenges. Using environmental, social, and economic criteria, students assess management strategies aimed at achieving sustainable outcomes.

Global Geographies of human wellbeing

Global Geographies of human wellbeing focuses on investigating global, national 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. These distinctive aspects of human wellbeing are investigated using studies from Africa and across the world as appropriate.

Megacities

Explain the processes of urbanisation that have resulted in the growth of megacities around the world and how these processes shape the identity of megacities. Students recognise the spatial patterns of megacities on Earth's surface and the implications for people and environments. We investigate a specific geographical challenge by conducting a case study that focuses on one megacity from Africa, Asia or South America. Through this investigation, students understand how urbanisation and megacities are changing the organisation of the world's populations and the challenges for liveability for a specific place.

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

ASSESSMENT

Assessment of student performance in Geography is based on a variety of assessment instruments including short answer tests, essays, practical exercises and reports, all of which will increasingly use electronic means. A judgment of global achievement in each semester is based on student achievement in criteria related to knowledge, analysis, decision-making, research and communication.

LEARNING EXPERIENCES

Geographers seek to develop more than knowledge and understanding about the earth and its use by humans. They also seek to explain, analyse, compare, contrast, evaluate and make decisions about improvements for current and future use. The process of geographical inquiry takes place as geographers answer four key questions:

- What and where are the issues or patterns being studied?
- How and why are they there?
- What are their impacts or consequences?
- What is being done and what could be done?

Some learning experiences that assist with the geographical inquiry process are:

- using spatial technologies to produce geographic information system (GIS) maps and projects
- selecting and organizing information
- developing criteria for evaluating solutions
- participating in small groups
- undertaking studies beyond the classroom, for example during virtual tours or on excursions to school environments, coastal environments and local urban areas
- presenting and analysing statistics
- role-playing to illustrate the views of key stakeholders
- discussing current issues, e.g. global warming and globalization
- information gathering from sources such as websites, DVDs, maps, e-journal articles and teacher expositions

Students who were successful or enjoyed Geography in Year 9 are likely to benefit from studying Year 10 Geography.

GERMAN

HEAD OF DEPARTMENT

Mrs Sarah Thomas

"TO HAVE ANOTHER LANGUAGE IS TO POSSESS A SECOND SOUL."

CHARLEMAGNE

SUBJECT DESCRIPTION

This course builds on the content and skills gained in the study of German in Years 7-9. Language learning is a cumulative process and, as such, is not complete at the end of Year 9 or Year 10. By the end of Year 9, students have acquired some knowledge and skills in the basic requirements of German grammar. They have covered topics which allow them to introduce and talk about themselves in some detail. They can describe their friends and families and talk about their lives, their hobbies, what they like to eat, where they live, fashions and school. In Year 10, this focus on topics of teenage interest continues with greater time allocation, to allow for deeper consolidation to enable students to become more comfortable with, and confident in, using the language. By the end of Year 10, students will have had the opportunity to gain sufficient working knowledge of German to converse on everyday topics and should have developed the confidence to use what they have learned in German- speaking areas of the world.

PLEASE NOTE:

This course is designed for students who have prior experience of learning German

Students considering the International Baccalaureate Diploma Programme or considering continuing a language for QCE Years 11 and 12 must select a language in Year 10.

THE VALUE OF STUDYING GERMAN

- Learning another language helps develop our thinking processes, Second Language learners have a better understanding of the relationship between words and meaning and understand more easily how language works. Analytical skills are improved.
- German is one of the most widely spoken languages in Europe and there are also German speaking communities in Eastern Europe, North and South America, and in South- West Africa.
- German is a language of significant economic importance to Australia, because Germany is at the forefront of European business, a member of the Group of Eight and one of Australia's major trading partners.
- German is a key language in science and technology. German speaking countries are prominent in automotive and other forms of engineering, optics, medical instrumentation, chemicals, pharmaceuticals, banking, and insurance.
- German speaking countries have a rich cultural heritage in the Arts: German music, art, literature, architecture, theatre and film are more readily accessible to students of German.
- German and English share the same linguistic roots and principles, making it easier to learn. Conversely, an understanding of German structure helps students to improve the accuracy of their English.

ASSESSMENT

Tests will be conducted each term to assess students' skills and knowledge in terms of:

- Analysing German texts (in English and German)
- Creating German texts with German stimulus
- Exchanging information and ideas in German

Whilst content will be appropriate for Year 10, all assessment will reflect the requirements of the new QCAA Senior German Syllabus, it also prepares students for the rigour of the IB Diploma Programme German B course.

SUBJECT OUTLINE

Topics

- Media and everyday life: an exploration of how media has changed and how it impacts our lives
- Jobs and professions: students will learn how to apply for a job in a German-speaking country and consider the benefits of work experience
- The Berlin Wall: an investigation into the rise and fall of the Berlin Wall, and the impact this has had
- German culture and traditions: en exploration of different customs and traditions in Germany and how this has influenced the rest of the world

Grammar

Consolidating the confident use of the present, perfect and future tense as well as revising German sentence structure with modal verbs, TMP and subordinates will be focal points in the grammar area. Prepositions and adjective endings in the different cases are also being revised.

LEARNING EXPERIENCES

- Students' learning experiences are based on meaningful, authentic texts and contexts.
- Each unit is supported by a variety of classroom activities designed to deepen engagement and learning. To develop students' speaking and listening skills, a variety of interactive methods are employed, including role-plays, games, interviews, songs, discussions, and surveys. Audio and video materials are also incorporated to enhance listening comprehension. Students also practice their reading skills with a variety of text types such as blogs, advertisements, brochures, messages, and websites. Students develop their writing skills by completing forms, writing emails, invitations, diary entries, and posters.
- Visit the Goethe institute websites **goethe.de/ins/au/lp/enindex.htm** for updates on scholarships or current events of interest in the German speaking world

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

HEALTH STUDIES AND PHYSICAL EDUCATION

HEAD OF DEPARTMENT

Mrs Katie Martin

SUBJECT DESCRIPTION

Health Studies and Physical Education is a subject which allows students to experience the Senior subjects of Physical Education and Health in an integrated format. In doing so, students are afforded the opportunity to learn about behavioural, cognitive and health promotion theories, whilst still learning about the human body and its physical application. It is a course of study designed to encourage students to:

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate and justify strategies about and in movement

THE VALUE OF STUDYING HEALTH STUDIES AND PHYSICAL EDUCATION

The subject Health Studies and Physical Education provides experiences that enable students to:

- choose and promote behaviours which contribute to healthy living
- make informed, rational decisions as to their involvement in all physical activities
- prepare for further studies within the field of health science

Health Studies and Physical Education focuses on the efficient functioning of body systems, the values underpinning the physical and mental health of a community, and the health issues relating to the lifestyles of the students. The subject lays the foundations for further study in Health and/or Physical Education in Year 11 and 12. It also prepares students for the Sport Exercise and Health Science course in the International Baccalaureate Diploma Programme.

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

SUBJECT	LENGTH	UNIT DESCRIPTION	ASSESSMENT
Physical Education	9 weeks	**Energy Systems and Physical Activity** Within this unit, students will explore the three energy systems utilized within the human body during physical activity. They will engage in a variety of team and individual sports in order to analyse energy demands in authentic situations.	Research Report Practical Assessment
Health Education	9 weeks	**Physical Health of the Community** Within this unit, students will engage with a number of health promotion theories in order to evaluate the role that alternative sports and exercise classes play in improving the health of the community. Students will participate in a number of alternative sports and group exercise classes in order to gather authentic information relevant to their assessment.	Extended Response Examination
Physical Education	9 weeks	**Biomechanics in Physical Activity** Students will learn the basic concepts of functional anatomy and biomechanical principles. These principles will be applied in the context of sport in order to improve individual technique and performance.	Folio (multimodal) Practical Assessment
Health Education	9 weeks	**Adolescent Stress** This unit will explore contributors to,and side effects of, adolescent stress within the peer group setting. Students will analyse the prevalence of stress amongst their peers and develop and implement a health promotion aimed at reducing the effects of stress amongst Somerville House students.	Action Research Project

LEARNING EXPERIENCES

During the delivery of the Year 10 Health Studies and Physical Education course, students will learn theoretical concepts both within a classroom setting, and through physical activity. The Energy Systems and physical activity, and the Biomechanics units will have assessable practical components.

SPECIAL REQUIREMENTS

- Students considering this course should be willing to participate in physical activity as a means of learning
- Students should have strong written and verbal skills
- Students considering this course should have a genuine interest in the health and physical sciences

HISTORY

HEAD OF DEPARTMENT

Mr Cameron Laidlaw

SUBJECT DESCRIPTION

History is a people-focused subject that explores motivations, identities, ideas, cultures and hopes for the future and views of the present that people have held from ancient to modern times. Both ancient and modern evidence is analysed and evaluated to explore what they can reveal about the past and so critical thinking with new perspectives is promoted.

THE VALUE OF STUDYING HISTORY

History helps us understand ourselves. It helps us understand how people today are influenced, often unknowingly, by events of the past. It helps us understand change, in a rapidly changing world and why sometimes very little change occurs. It helps us to understand and participate in the cultural, economic and political world that surrounds us. It helps us to understand current events and prepares us for careers that are people- centred and where constant change is common.

Studying History develops research skills that are useful in a wide range of future careers and it develops communication skills in a variety of genres/formats. Not only does History prepare students for senior studies in Ancient and Modern History in QCE, but it also supports studies in English, Literature, Geography, Economics and Legal Studies, as well as Global Politics and History in the International Baccalaureate Diploma Programme.

SUBJECT OUTLINE

Geography of terrorism or tourism

A Study of Power in the Ancient and Modern World

The Year 10 curriculum provides a study of the power of prominent women in the ancient world and 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.

SEMESTER 1

Topic 1: The Rise and Power of the Nazi Party

The end of World War I was not the end of international conflict. In fact, it was only the beginning. World War I not only had a devastating socio-economic effect on participant nations, including Australia, but also saw the 'birth' of new political philosophies and ideologies.

These ideologies were specific sets of beliefs about the best way to run a country, and included ideas about social, economic and political organisation of society. In the inter-war years, the decisions made immediately following the war; the slow recovery from the devastation of WWI, and the onset of the Great Depression created an unstable environment in which radical leaders and ideologies were able to take root and grow in popularity.

In this unit, students will explore the rise of one new political ideology, fascism (specifically Nazism), through a study of the rise to power of the Nazi Party in Germany. They will explore the nature of power and why people (especially teenagers) cede power to or attempt to challenge authoritarian rule

Topic 2: Ancient Women and Power

In this independent study, students will choose a prominent woman from an ancient civilisation that interests them and informs their future subject choices. Focusing on one prominent person gives a student a 'snapshot' into not just their time, but the nature of change and continuity and why some people, but not others, are remembered and celebrated. They will look at the range of perspectives on their individual to reach conclusions about why they have risen to 'greatness' and explore the significance of individuals in History. This unit is designed as an introduction to Ancient History and a chance for students to delve, in depth, into an independent choice topic, as well as reconnecting to themes of power and change and the key historical process of cause and effect and change or continuity

SEMESTER 2

Topic 3: Australian experiences in World War Two

In this unit, students will explore the reasons for Australia's involvement in the Second World War, and the responses to the conflicts of Prime Minister Menzies'announcement of, "Australia is also at war" and Prime Minister Curtin's, claim that "Australia looks to America". Identifying places where Australians fought, such as North Africa (including Tobruk), Darwin, New Guinea (including Kokoda), Malaya and Singapore, and evaluating their significance. Students will have the opportunity to investigate the effects of the Second World War on the changing roles of women in Australia during the war contrasted with the continuities of their roles before and after the war and the impact of World War II at a local and national level, such as the bombing of Darwin, the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast, the "Battle of Brisbane", the Cowra breakout and the Brisbane Line

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

Topic 4: Rights and Freedoms

This unit will focus on the consequences of World War Two as a catalyst to sweeping social changes, including the influence of the US civil rights movement on the demands for rights and freedoms within Australia. In the first unit, the focus was on the rise of fascism, while in this unit students will explore the 'triumph' of democracy and the ramifications of the 'new world order' that was constructed in the mid 1940s and continues to impact the geopolitical and social movements important today. This includes the nature of efforts to secure civil rights and freedoms in Australia and throughout the world. Menzies'announcement of, "Australia is also at war" and Prime Minister Curtin's, claim that "Australia looks to America". Identifying places where Australians fought, such as North Africa (including Tobruk), Darwin, New Guinea (including Kokoda), Malaya and Singapore, and evaluating their significance. Students will have the opportunity to investigate the effects of the Second World War on the changing roles of women in Australia during the war contrasted with the continuities of their roles before and after the war and the impact of World War II at a local and national level, such as the bombing of Darwin, the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast, the "Battle of Brisbane", the Cowra breakout and the Brisbane Line

LEARNING EXPERIENCES

There are usually excursions to local sites. Students examine evidence from different perspectives and learning is sequenced so that skills are gradually developed. Relevant textbook extracts, videos, guest speakers and web-based materials will be incorporated and there will be time to practise skills before they are assessed.

Students who enjoyed or were successful at Humanities or Big History are particularly likely to benefit from studying History (Ancient and Modern History and IB History or Global Politics) at the Senior level.

ASSESSMENT

In each semester, there is one research task and one examination task. The tests involve analysis of written and visual historical evidence. During the research tasks, students are assisted to frame their own research questions, locate and analyse relevant material and synthesise it into an essay or independent source interrogation. Instrument Specific Marking Guides will be used that are reflective of criteria and standards appropriate to Year 10 but based on the ISMG format to be used in summative assessment.

JAPANESE

HEAD OF DEPARTMENT

Mrs Sarah Thomas

SUBJECT DESCRIPTION

This course builds on language skills developed in Japanese studies in Years 7-9. The overall aims of the Year 10 course are for students to become more proficient in the Japanese language so that they can not only use simple language but also use increasingly advanced language in certain daily situations; and for them to comprehend a wider variety of vocabulary and grammatical structures and to understand more about the Japanese people and their customs. The Year 10 Japanese course prepares students for senior study in Japanese for both the QCE and International Baccalaureate Diploma Programme

PLEASE NOTE:

This course is designed for students who have prior experience of learning Japanese.

Students considering the International Baccalaureate Diploma Programme or considering continuing a language for QCE Years 11 and 12 must select a language in Year 10.

THE VALUE OF STUDYING JAPANESE

- Japanese has an important place in the curriculum offerings of Queensland schools because of Australia's location within the Asia-Pacific region. Globally, Australia has the second highest population of students studying Japanese as a second language.
- Queenslanders have many opportunities to encounter Japanese people. Australia is a popular holiday destination for Japanese tourists and attracts many Japanese students wishing to study here. Japan is also a popular destination for Australians, especially as exchange students.
- Learning a new way of writing and reading brings students into contact with ancient traditions. Many Australians find pronunciation of the Japanese phonetic sounds easy, and Australians find themselves able to achieve an accent sympathetic to background speakers.
- Learning the Japanese language helps students appreciate the Japanese culture; its richness and uniqueness.
- Learning Japanese can be great fun.

Students of Japanese are invited to participate in a range of short-term and long-term exchanges with one of our three sister schools in Japan.

SUBJECT OUTLINE

Term 1: My Peers and Friends: an exploration of lesiure activities and friendship from the perspective of a Japanese and an Australian young person

Term 2: High School Life: an inquiry into life as a High School student, comparing school and part-time work in Japan and Australia.

Term 3: Travel to Japan: the experience of an Australian on exchange to Japan, as they learn about different customs and traditions, as well as finding out about main sights to see.

Term 4: Who am I? Exploration of popular culture of Manga and Superheros to find out what influences young people's identities.

By the end of Year 10, students are able to recognise and reproduce at least 100 Kanji. They will have mastered Katakana and have a wide range of vocabulary. In summary, Year 10 students are expected to gain more proficiency in the language so that they can understand and be understood in many everyday situations, if they were to visit Japan.

Tests will be conducted each term to assess students' skills and knowledge in terms of:

- Analysing Japanese texts (in English and Japanese)
- Creating Japanese texts with Japanese stimulus
- Exchanging information and ideas in Japanese.

Whilst content will be appropriate for Year 10, all assessment will reflect the requirements of the QCAA Senior Japanese Syllabus, whilst also preparing them with the vocabulary and grammatical structures to meet the rigour of the International Baccalaureate Diploma Japanese B programme.

LEARNING EXPERIENCES

Japanese is widely used in the classroom and students are encouraged to converse in Japanese as much as possible to build confidence and develop speaking and listening skills. Students also have the opportunity to work with native speakers of Japanese who assists the teacher in the language class.

Where possible, Japanese realia is used. For example, Japanese money, shopping items, games, books and plastic food are used to make the language a 'living' one for students. Japanese items such as maps, signs, menus and so on are used both in class and for assessment in every skill area.

The use of such items will help students to learn the vocabulary they need to know in a shop, or a restaurant, or when travelling within Japan.

Recognition of the written language and production of the Japanese script are practiced by reading and writing letters, posters and magazine articles. The students will also regularly use their laptop computers to type documents in Japanese. Students will be introduced to a range of Japanese media such as the news and current events, Japanese websites and both classic and modern Japanese film.

Japanese language students in Year 10 have the opportunity to apply to participate in a student exchange with Mejiro Kenshin, Tokyo and Chiba Girls' High School, Chiba. In Year 11 they will have the opportunity to apply for exchange with Koyo High School, Nagasaki.

LEGAL STUDIES

HEAD OF DEPARTMENT

Ms Katrina McManus

SUBJECT DESCRIPTION

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

The subject takes students on a journey through the Australian and Queensland legal and government systems with a focus on criminal law. It begins with an exploration of the foundations of law and legal processes. It then considers how crimes are investigated, culminating in an examination of the criminal trial process, through to the theories behind punishment and sentencing.

This course prepares students for the Senior Study of Legal Studies in QCE programme and Global Politics in the International Baccalaureate Diploma Programme.

THE VALUE OF STUDYING LEGAL STUDIES

The primary skills of inquiry, critical thinking, problem- solving and reasoning empower Legal Studies' students to make informed and justified recommendations. Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes. Studying Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

SUBJECT OUTLINE

Topics covered throughout the course will include:

Term 1 – Legal Foundations

- Difference between legal and non-legal rules
- Australia's legal system
- Australia's system of government
- Queensland's system of government
- Court hierarchy

Term 2 – Criminal Investigation Process

- Principles of criminal law
- Causes of crime
- Types of offences
- Police powers and responsibilities

Term 3 – Criminal Trial Process

- Role and jurisdiction of courts
- Trial process
- Bail
- Jury
- Rules of evidence

Term 4 – Punishment and Sentencing

- Theories of punishment
- Consequences of a criminal conviction
- Types of sentencing
- Sentencing trends and approaches

ASSESSMENT

The Course Objectives outline knowledge and skills that students will develop during the course, while assessment provides evidence of how well students have achieved these objectives through the application of Assessment Criterion.

Assessment Criterion	Course Objectives
Comprehending	Comprehend legal concepts, principles and processes.
Selecting	Select legal information from sources
Analysing	Analyse legal issues
Creating a response	Create responses that communicate meaning

Students will be assessed using a variety of techniques including:

- Examination - Combination response (i.e., short and extended response items)
- Investigation - Inquiry report
- Investigation - Analytical essay

LEARNING EXPERIENCES

The learning experiences involved in the Legal Studies course will enable students to extend their knowledge and understanding of the legal environment and to develop their investigative and research skills. Possible experiences include:

- preparing multimodal presentations
- participating in discussions about current legal issues
- investigating current legal issues
- participating in group work to provide seminars for classmates
- developing an awareness of current events through internet research and analysis of newspaper articles
- using ICT
- visits to the Police Museum, Law Courts and Boggo Road Jail, Parliament House

MUSIC

HEAD OF DEPARTMENT

Mrs Sylvia Cody

SUBJECT DESCRIPTION

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by performing (learning an instrument, playing or singing in an ensemble) or composing (writing or arranging original music) or listening with intent (attending concerts, buying and downloading music files, turning on the radio or the TV, scanning YouTube) or incidentally encountering music (Spotify, Social media), students have an individual experience of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles.

As a powerful educative tool, it contributes to the holistic development of the individual. A study of Music deepens students' artistic understanding and this in turn heightens their cultural understanding… for life.

Music is sound. Any experience of music is essentially and fundamentally aural. In the senior years of schooling, the study of Music recognises this by focusing learning experiences on the development of aural musicianship skills. This is the process by which the brain makes sense of what the ear hears. Students build on the foundation established in the compulsory years of schooling by applying their developing musicianship through an exploration of the musical elements. They explore a variety of contexts, genres and styles to achieve the interrelated dimensions of Composition, Musicology and Performance.

Composition involves the creation of music in a variety of genres and styles by combining musical elements and compositional devices. Students are encouraged to move towards developing their own creative style.

Musicology involves deconstructing music as a way of evaluating repertoire from a variety of social and cultural contexts. It also serves as a tool to enhance performing and a model to assist composing.

Performance involves interpreting musical repertoire by playing an instrument, singing or conducting. Performing may include solo or ensemble contexts.

Through this course of study, the students are provided with opportunities to interpret the 'experience of music' framework in a structured learning sequence. The learning sequence is designed to provide a variety of learning experiences which are selected to:

- develop a thorough understanding of the elements of music (Duration; Expressive devices; Pitch; Melody, Harmony, Tonality, Structure; Texture and Timbre)
- develop a deep understanding of the significant historical contributions to the body of Music
- come from a range of genres, styles, cultural and historical contexts including Australian music
- include both vocal and instrumental experiences
- educate students in participating and experiencing the cultural life of the broader community. Attendance at selected professional live performances outside the school community, such as orchestral performances, operas and musicals is strongly encouraged as it is considered part of the total learning experience of a Music student. These are organised by the school at different times in the year.
- This course prepares students for senior studies in Music as part of the QCE and International Baccalaureate Diploma Programme. Music Extension is offered as a separate subject in QCE year 12.

The year 10 course is taught through the following units:

Semester 1

Inside Out

Students examine the human emotions that are expressed through vocal music. They will develop an emerging understanding of some of the musical conventions associated with the musical periods of Renaissance, Baroque, Classical, Romantic and Modern. They will explore the structures and genres designed for the purpose of vocal music such as the Madrigal, Motet, Oratorio, Art Song, Lieder, Operatic forms, Broadway and Pop. Through this they will develop an awareness of the roles and functions of specific musical elements.

Semester 2

Outside In

Students will examine the ways in which human experience influences that artistic expression found in Instrumental music. They will continue to deepen their understanding of the musical conventions associated with the musical periods of Renaissance, Baroque, Classical, Romantic and Modern. They explore the structures and genres designed for the purpose of instrumental music such as the symphony, concerto and small ensemble repertoire such as the string quartet. Through this they develop an awareness of the roles and functions of specific musical elements and the capabilities of orchestral instruments.

ASSESSMENT

The following 4 assessment tasks are administered each year:

1. Performance (with a small written Musicology component) 20%
2. Composition (with a small written Musicology component) 20%
3. Integrated project – either Musicology and Performance or Musicology and Composition 35%
4. Extended written response under exam conditions 25%

Performance assessment

- can be solo or small ensemble vocal or instrumental
- should be 2 – 3 minutes in length
- include a Performance statement
- in ensemble performance the individual student parts must be independent and aurally identifiable

Composition assessment

- can be in tradition notation or presented as sound recordings
- should be at least a minute long
- includes a statement of compositional intent

Integrated project assessment

- multi modal
- have a significant musicology component
- are based around either Performance or Composition
- directly related to either a chosen performance or composition project

Extended written responses are based on

- Exam conditions
- Musicology skills

SUBJECT RECOMMENDATION

Students interested in this subject are expected to continually practise their musicianship skills to increase and develop their musical experience. Participation in a school ensemble from the Co-curricular Music program is strongly encouraged to facilitate this. If a student is currently taking individual instrumental or vocal tuition this is an added advantage.

SOMERVILLE HOUSE ACADEMIC PROGRAM - YEAR 10

SPANISH

HEAD OF DEPARTMENT

Mrs Sarah Thomas

SUBJECT DESCRIPTION

This is a introductory Spanish Course for students with minimal or no prior experience of studying Spanish. The Year 10 Spanish course aims to broaden students' knowledge of the language in the four macro skills of Listening, Speaking, Reading and Writing. There will be the chance to study topics in depth, to learn more about the cultural richness and diversity of Spain and Spanish-speaking countries, and to enjoy the satisfaction of making greater progress in the language.

While the emphasis of the Year 10 course is upon encouraging fluent oral communication, a solid grammatical base is also established, providing a firm foundation for the Spanish ab Initio course as part of the International Baccalaureate Diploma Programme.

PLEASE NOTE:

This course is designed for students who have prior experience of learning Spanish.

Students considering the International Baccalaureate Diploma Programme or considering continuing a language for QCE Years 11 and 12 must select a language in Year 10.

THE VALUE OF STUDYING SPANISH

Spanish is a valuable language for Australians to learn:

Global communication: Spanish is the second most spoken language in the world by native speakers. Learning Spanish opens doors to communication with over 460 million people across more than 20 countries.

Career opportunities: Proficiency in Spanish enhances job prospects in international business, tourism, education, diplomacy, and translation.

Cultural enrichment: Studying Spanish provides access to rich and diverse cultures, including literature, music, film, and cuisine from Spain and Latin America, fostering global awareness and appreciation.

Cognitive and academic benefits: Studying another language like Spanish improves memory, problem-solving skills and overall academic performance.

SUBJECT OUTLINE

The course is structured around the concept of Identity. Students are invited to explore what influences them as a young person.

Term 1: Myself

Focus: Personal identity and cultural awareness

Topics:

- Introduction to Spanish-speaking countries and cultures
- Greetings and farewells
- Introducing yourself and others (name, age, nationality)
- Expressing likes and dislikes

Grammar:

- Subject pronouns (yo, tú, él, ella…)
- Present tense of regular verbs (e.g., ser, tener, llamarse)
- Gender and number agreement (e.g., un chico simpático, una chica simpática)
- Basic question formation (¿Cómo te llamas? ¿De dónde eres?)

Term 2: My Family

Focus: Family relationships and personal background

Topics:

- Describing family members (names, ages, personalities)
- Talking about pets
- Family traditions and celebrations in
- Spanish-speaking cultures

Grammar:

- Possessive adjectives (mi, tu, su…)
- Present tense of common irregular verbs (e.g., tener, vivir)
- Adjectives and agreement
- Using hay (there is/are) and tener (to have)

Term 3: My Peers

Focus: Social identity and interpersonal relationships

Topics:

- Describing physical appearance and personality
- Talking about hobbies and interests
- School life and daily routines

Grammar:

- Reflexive verbs (e.g., me levanto, se llama)
- Regular -ar, -er, -ir verbs in the present tense
- Expressing preferences using gustar
- Comparisons (más que, menos que)

Term 4: Connection to place and community

Topics:

- Describing your town and neighbourhood
- Places in the community (e.g., la escuela, el parque)
- Giving and understanding directions
- Talking about weather and seasons

Grammar:

- Use of estar for location
- Prepositions of place (en, cerca de, lejos de…)
- Descriptive adjectives and agreement
- Introduction to the verb ir (to go) and simple future expressions (e.g., voy a ir)

ASSESSMENT

Different tasks will be assigned each term to assess students' skills and knowledge in terms of:

- Understanding Spanish texts
- Creating Spanish texts with Spanish stimulus
- Exchanging information and ideas in Spanish

LEARNING EXPERIENCES

Students' learning experiences are based on meaningful, authentic texts and contexts.

Each unit is supported by a variety of classroom activities designed to deepen engagement and learning. To develop students' speaking and listening skills, a variety of interactive methods are employed, including role-plays, games, interviews, songs, discussions, and surveys. Audio and video materials are also incorporated to enhance listening comprehension. Students also practice their reading skills with a variety of text types such as blogs, advertisements, brochures, messages, and websites. Students develop their writing skills by completing forms, writing emails, invitations, diary entries, and posters.

VISUAL ART

HEAD OF DEPARTMENT

Mr Hadley Bishop - *Acting*

SUBJECT DESCRIPTION

In Year 10 Visual Art, students build on their prior knowledge, skills and experiences to deepen their understanding of visual arts practices. They explore and apply visual conventions, processes and materials in purposeful and imaginative ways, informed by their engagement with the work of contemporary and historical artists across local, national and global contexts.

As a preparatory year for Senior Visual Art, students undertake projects and examinations in response to given concepts, focuses and contexts. They are encouraged to become more independent in their thinking, creative decision-making, and approach to inquiry.

Through the interconnected practices of making and responding, students develop and apply inquiry processes to research, explore, experiment, refine and resolve artworks. They use visual language to communicate personal ideas, experiences and perspectives, and learn to critically reflect on their own work and the work of others.

Students are supported to take creative risks and develop confidence in expressing their own visual voice. They explore ideas through practical experimentation, develop technical and conceptual skills, and present resolved artworks to a variety of audiences.

THE VALUE OF STUDYING VISUAL ART

Visual Art prepares students to navigate and contribute to a media-rich, visually driven world. In a society shaped by constant visual communication, this subject fosters critical thinking and visual literacy skills essential for both artists and audiences. It empowers young people to question, interpret and make meaning of the images, media and messages that surround them.

Learning in Visual Art supports the development of all 21st century skills—critical and creative thinking, communication, collaboration, personal and social capabilities, and digital literacy. It encourages curiosity, imagination and independent thinking, equipping students with the ability to generate original ideas and develop creative solutions to complex problems.

These transferable skills are highly valued across a broad range of future pathways including the arts, humanities, science, technology, architecture, engineering and design—preparing students for a future of innovation and unimagined possibilities.

SUBJECT OUTLINE

Semester 1

Figure in the landscape

Inquiry question: How do representations of the figure in the landscape communicate artists' personal viewpoints?

Semester 2

The Built Environment

Inquiry question: How do representations of the built environment communicate artists' personal viewpoints?

LEARNING EXPERIENCES

Semester 1

Figure in the landscape

In this unit, students will explore how artists use collage techniques and compositional strategies to depict figures in the landscape. Drawing inspiration from contemporary and historical artworks, students investigate how visual conventions communicate meaning and mood.

Students will:

- Use colour intentionally to demonstrate an understanding of colour theory and relationships.
- Explore a range of media—including photography, digital tools, painting, and collage—to develop visual responses focused on the formal elements of composition, colour, shape, and line.
- Engage in a developmental process to generate and refine ideas through sketching, collecting, and experimenting.
- Document their creative process in a visual art journal, recording planning, experimentation, risk-taking, decision-making, and reflection.
- Evaluate and appraise their resolved artwork, considering how effectively visual language has been used to communicate meaning.

Semester 2

The Built Environment

Students explore how we interact with, interpret, document, and represent built environments—recognising the marks we leave on the spaces we inhabit.

Drawing on historical and contemporary approaches to drawing, sculpture, installation, and digital media, students will:

- Generate ideas and visual representations inspired by built environments

VISUAL ART *continued.*

HEAD OF DEPARTMENT

Mr Hadley Bishop - *Acting*

- Create meaning through purposeful use of media and techniques
- Analyse and interpret artworks from a range of times and cultures
- Experiment with materials and processes in response to ideas and stimuli
- Evaluate artistic influences and justify personal viewpoints
- Resolve and present artworks that communicate their intentions
- This unit encourages students to reflect on their relationship with place and space, while developing confidence as visual thinkers and makers.

ASSESSMENT

Assessment techniques:

Assessment is based on the techniques employed in the Senior Visual Art syllabus. In each unit of work, students will complete:

Project – Students solve visual problems in response to a concept, focus, and context.

Through research, development, and reflection, they create and exhibit artworks that communicate purposeful meaning.

Examination - Extended Written Response - students analyse, interpret, evaluate and justify information in the development of a response to a question in a written mode. The examination will be a response to unseen stimulus and will take the form of an analytical essay that expresses a viewpoint.

Assessment criteria and objectives:

Developing - generating solutions

- implement ideas and representations

  create visual responses using knowledge and understanding of art media

Researching - reacting to stimulus

- analyse and interpret visual language, expression and meaning in artworks and practices
- experiment in response to stimulus

Reflecting - considering ideas

- evaluate influences
- justify viewpoints

Resolving - communicating as artist and audience

- apply literacy skills
- realise a response to communicate meaning.

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