Year 10
Information Handbook

40 YEAR ANNIVERSARY

AUSTRALIAN INTERNATIONAL ACADEMY
ADVANCEMENT · DETERMINATION · FAITH
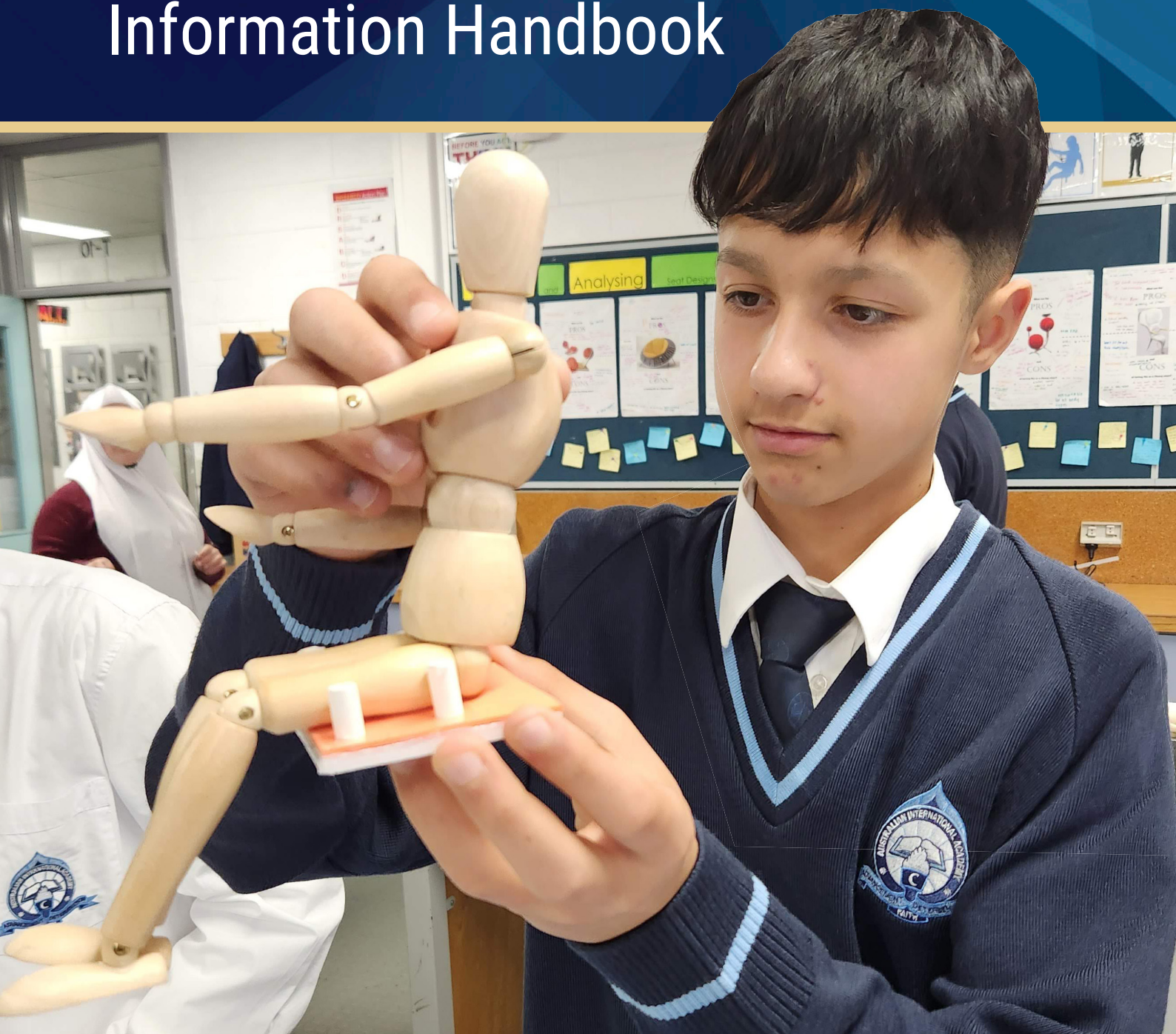
IB VCE

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

2024
Information
Handbook

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Contents

WHO WE ARE, WHAT WE DO

OUR MISSION

Deliver quality education to students in a nurturing, enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence.

WHAT WE STAND FOR

OUR VISION

The Academy vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World Citizens with Muslim Values.

HOW WE THINK

OUR PHILOSOPHY

At the Australian International Academy of Education Inc (AIAE) we believe that each child is a unique individual. Every student needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

The Academy enjoins its students to cultivate a global perspective and a universalist outlook on life. We encourage our students to constantly seek to broaden their horizons in spirit of acceptance, compassion and co-operation with one another - and with others outside the school.

ADVANCEMENT | DETERMINATION | FAITH

Statement of Commitment to Child Safety

Australian International Academy of Education (AIAE) is a child safe organisation that is committed to providing an environment where all our students are safe and feel safe, where their participation is valued, their views respected, and they are empowered.

We have zero tolerance for child abuse and have strategies and systems to protect children from abuse and harm. We will take all allegations and concerns very seriously and respond to them consistently and in line with our policies and procedures. Furthermore, AIAE is committed to promoting cultural safety for Aboriginal and Torres Strait Islander children, cultural safety for children from culturally and/ or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

Muslim School Charter

Based on the Holy Quran and the teachings of the Prophet Muhammad (PBUH), our Academy together with other Islamic School/Colleges in Australia, declare and affirm the following:

We promote peace and understanding through interfaith and intercultural interactions.

We teach the children in our schools to be proud Australians and be model citizens, to participate positively in building a prosperous, harmonious and safe society in Australia.

We teach the children in our schools to respect the rights of others and to understand the different backgrounds and religions of Australia's multicultural society.

We teach our children about the rights of their neighbours and their entitlement to respect, to care and to protect their property and persons.

We are committed to follow the example of the Prophet Muhammad (PBUH) in approaching one another in love and understanding, humility and self-criticism, rationality and reasonability, with open hearts and open minds in the pursuit of peace.

We stand against those who preach violence and hatred in the name of any religion, including Islam.

We do not condone the taking of innocent life or the threat of such in order to promote a cause.

We reject and condemn all violent acts that target civilians, children, and old people in order to promote a cause because it is against Islamic principles.

As Australian citizens or residents of Australia, we stand to defend our country Australia from any form of aggression at all times.

We believe that the interest of the Muslim community in Australia can be met through the existing democratic systems of governance.

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## Affirmation of Democratic Principles & Practices

The Australian International Academy of Education declares and affirms that school programs and teaching practices embrace the following important principles:

- The promotion of peace, harmony and understanding through intercultural interactions.
- All Australians have equal rights before the law. We reject any form(s) of discrimination based on race, religion or sex.
- The rule of law and the respect of the rights of others.
- The values of fairness, openness, sharing and giving a hand, looking after neighbours, tolerance, understanding and acceptance.
- People are free to choose and practice their religions. But we reject those who preach violence and hatred in the name of any religion.
- The right of individuals to enjoy the freedom of speech, expression and association. But we reject verbal and written abuses and transgressions against others under the cover of freedom of speech and expression.
- The Australian system of democratically elected governments and councils is the best that serve the interest of all Australians.
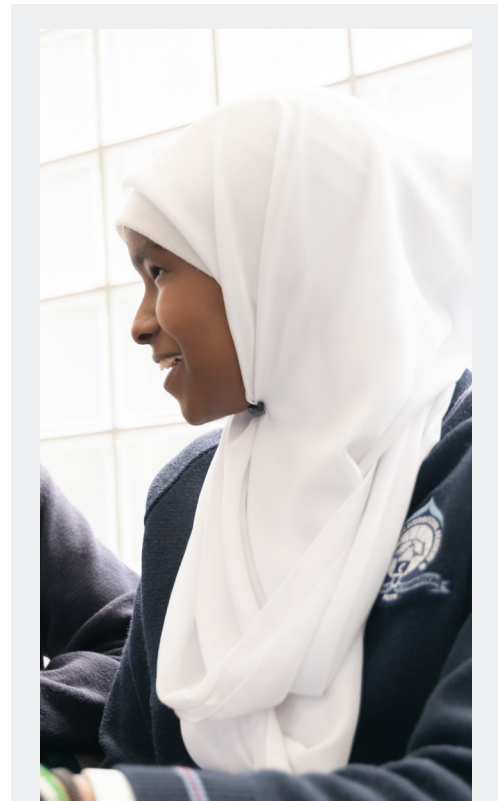
The Australian International Academy of Eductaion Profile

- The Australian International Academy (AIAE) is an equal opportunity educational institution dedicated to the provision of high quality education for students from Prep to Year 12 matriculation in Australia and internationally. The head office of the AIAE is in Melbourne, Australia.
- The AIAE grew out of the establishment of the first school in Australia tailored to the needs of Muslim students in Coburg, Melbourne in 1983. Since its initial buildings in Coburg (a suburb about 10km north of Melbourne CBD) had been purchased in 1982 through a donation from the late King Khalid of Saudi Arabia, it was named the King Khalid Islamic College of Victoria. The secondary component of the school started in 1991 at the Coburg site, and in 1995 a second campus was opened in the nearby suburb of Merlynston (about 12km north of Melbourne).
- The first Year 12 VCE (Victorian Certificate of Education) class graduated in 1995, and the first Year 12 IB (International Baccalaureate) Diploma class graduated in 1996.
- The Academy's population is made of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, British, European, South African and others. Overseas students are accepted as well as local residents. The Academy staff is likewise composed of a rich international mixture which includes Muslim and non-Muslim staff.
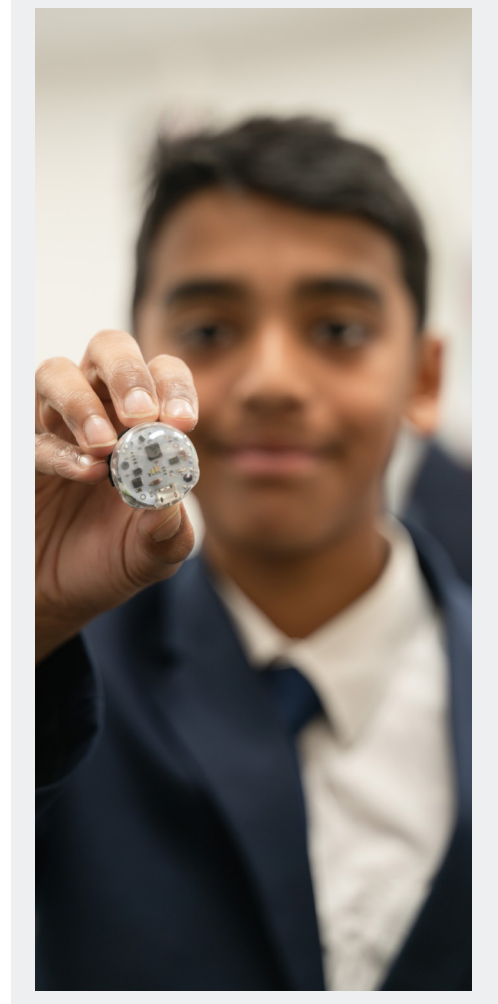
Introduction to Year 10 at AIAE MSC

The Year 10 program is designed to motivate and engage all students according to their individual performance levels and ability, and to satisfy their educational needs according to their preferred learning styles and interest.

The program is the final year of the Middle Years program (MYP) which involves students completing the following subjects; Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition and Religious Education. Student are also required to choose one elective from Design, Arts or Physical and Health Education to undertake for the year.

Aside from the standard MYP subjects, students are also required to choose one VCE (Victorian Certificate of Education) subject at Year 10. VCE subjects on offer are: Biology, Health and Human Development, Psychology, and Business Management. Students will complete unit 1 and unit 2 of one of the aforementioned subjects at Year 10.

The program also includes a year-long Personal Project and participation in Service as Action that complements the course of study and stimulates students' interest.

Objectives of the program are to:

- Offer advanced and capable students the opportunity to learn at a faster rate and progress beyond the MYP curriculum.
- Offer students opportunities to develop an inquiring mind and a capacity to think to make appropriate decisions.
- Offer a specialised program which caters for all individual needs in Language and Literature , Mathematics, Language Acquisition and Science.
- Offer students an opportunity to further develop their research and thinking skills by completing a Personal Project based on an area of interest.
- Create an atmosphere of healthy competition among students to progress further and achieve success and recognition.
- Provide modified programs to those in need of additional learning support.
- Expose all students to additional skills and prepare them for further studies.

MYP

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

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

The structure of the Year 9 program will be maintained as much as possible. The 9D accelerated students will continue as 10D providing that they maintain the high performance levels required for the advanced program.

Classes in Language and Literature and Mathematics will consist of mixed ability students. Teachers will cater for all the students in their classroom. In Arabic Language Acquisition classes, students will be placed in Proficient, Capable or Emergent Level Arabic. The Year 10 Science program involves all students completing units from Biology, Chemistry and Physics.

The Curriculum Model:

Objectives of the program are to:

- Offer advanced and capable students the opportunity to learn at a faster rate and progress beyond the MYP curriculum.
- Offer students opportunities to develop an inquiring mind and a capacity to think to make appropriate decisions.
- Offer a specialised program which caters for all individual needs in Language and Literature , Mathematics, Language Acquisition and Science.
- Offer students an opportunity to further develop their research and thinking skills by completing a Personal Project based on an area of interest.
- Create an atmosphere of healthy competition among students to progress further and achieve success and recognition.
- Provide modified programs to those in need of additional learning support.
- Expose all students to additional skills and prepare them for further studies.

Key Elements of the Program will focus on:

- Personal Growth: The development of academic, social, emotional and spiritual skills.

- Social Growth: The development of positive school and community relationships whilst encouraging responsibility for their own decisions and community involvement.
- Intellectual Growth: The development of a set of attitudes and characteristics that students need to support lifelong learning, problem solving, self-management and decision-making.
- Units of study will be challenging, engaging and relevant to the MYP and what is required in the Year 11 VCE and IB Diploma programs.
- Provision for students to enhance their learning by having access to the latest information communication technologies such as smart devices, IPad, Laptops and other wireless devices.
- Provision of motivational learning opportunities, curriculum related incursions/excursions, community service, guest speakers, interfaith programs, debating, study skills, etc.

Assessment and Reporting

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

Parent Responsibilities

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

Credit Points

- This section of the handbook explains the structure and credit point system of the Year 10 program. Students are strongly advised to familiarise themselves with the requirements of Year 10 and the subjects that are offered to ensure that they make the most appropriate choices when planning their study program for their final years of education.
- Students should consult their teachers, coordinators and careers teacher, and research the particular requirements of courses of study or industries that they may be interested in pursuing as career options.
- The structure of the Year 10 program involves a Credit Point System whereby students receive credit points for subjects and extracurricular activities, which have been satisfactorily completed.
- To gain a credit point in a subject, students must achieve at least a grade of 4 in their course work and a grade of 4 in their exams for MYP subjects.

SUMMARY OF CREDIT POINTS	CREDIT POINTS
MYP Subjects	14
Language and Literature	
Maths	
Science	
Religious Education	
Individuals and Society	
Language Acquisition	
Elective: Art, Design, or PE	
Personal Project	4
Service as Action	2
VCE Subjects	4
Biology	
Health and Human Development	
Psychology	
Business Management	
Extra-Curricular Activities	2
Work Experience	1
Total Credit Points	**27**

NB: According to the promotion policy at AIA, all Year 10 students must gain a minimum of 22 of the 27 credit points by the end of Year 10 to be considered for promotion.

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

Australian International Academy of Eductaion Objective
OBJECTIVES

1 To develop the curriculum to cater for the growing needs of all students,

2 To widen the focus and the scope of all programs to go beyond the local or the regional aims to global perspectives,

3 To develop extra curricular programs that complement the general curriculum and encourage creativity, innovation, involvement in services for the community, participation in sports, and concern for the environment,

4 To develop and maintain a school environment where every student has the opportunity to learn to his/ her fullest potential and to enjoy his/ her school days without discrimination or undue pressures,

5 To develop appropriate teaching practices and promote contemporary approaches to learning that encourage students to build self confidence and develop their talents and inner personal skills,

6 To build in students the Muslim character that exemplifies Islamic manners and shows respect and tolerance to other opinions and appreciation to differing cultures,

7 To develop and optimise educational opportunities, resources, and facilities to cope with all challenges brought about by the technology age,

8 To improve and optimise working conditions for College employees and develop effective recruitment and selection procedures to attract and appoint good quality candidates, and

9 To develop and improve its administrative and financial systems to deliver services efficiently and effectively and to achieve optimum results.
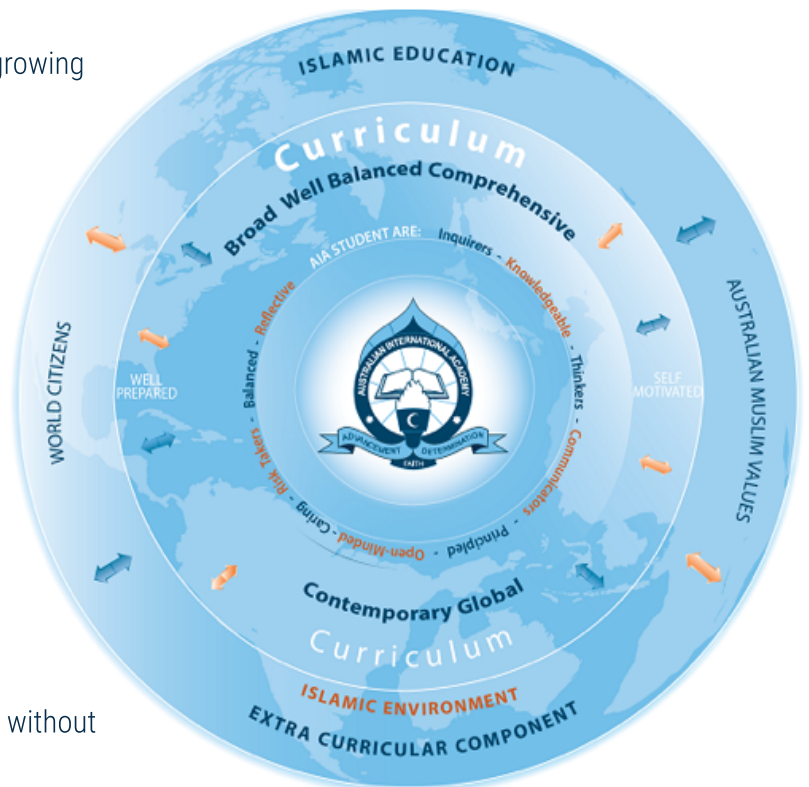
Student Code of Conduct

Student behaviour within the school is regulated by a Student Code of Conduct which establishes acceptable behaviour and actions. Every student at AIAE has a responsibility to abide by the following Code of Conduct:

1. All AIAE policies including the Uniform Policy, Attendance and Punctuality Policy, Homework Policy, Deadlines Policy, Student Management and Conduct Policy, etc., must be followed in full.

2. Students must arrive to all classes on time and must respond to all bells promptly.

3. Students must present themselves wearing correct uniform, be neatly groomed.

4. Excessive absences from school are unacceptable and students are required to provide a written/Compass explanation signed by a parent or guardian after each absence.

5. Valuable items, such as music players, cameras and electronic items should not be brought to the school, and the School takes no responsibility for stolen, lost or damaged items.

6. Mobile phones should not be brought to school, but if they must, their use is defined by the Mobile Phone Policy.

7. Students are required to ensure classrooms are in good order at the end of each period and at the end of the day. All areas of the school are to be kept clean and tidy.

8. Chewing gum, littering, graffiti and/or vandalism is prohibited.

9. Students are not allowed indoors until the bell rings for the morning form assembly.

10. Students are not permitted in School buildings during breaks without an approved reason.

11. Students should not play indoors in classrooms or corridors.

12. Students should observe silence and conduct themselves appropriately in the Mosque/prayer, during assemblies and at any other time when required.

13. Behaviour in Mosque/prayer, Library, Science laboratories and other specialist areas is to conform to the particular rules specified for those areas.

14. Climbing of buildings, fences, and trees is prohibited.

15. Students should use the school crossing when crossing roads.

16. Drinks are not to be brought to school in glass containers.

17. Eating is not permitted in classrooms.

18. The staff car parking areas are out of bounds.

19. For safety reasons, the kicking of balls within the school grounds is not permitted at any time.

20. Computer and internet usage are regulated by appropriate policies and these must be strictly observed.

21. Bags are to be left in lockers and not taken to class or left outside classrooms.

22. Students must line up for service at the Canteen, and only two students are permitted at the counter at any time.

23. Students are not permitted to take disposable food or drink containers onto the oval.

Attendance and Punctuality

Student Absences

It is preferred that parents fill in absences via the Compass portal explaining any absence from the Academy immediately upon return. In addition, we would appreciate a phone call concerning any absence longer than two days.

All students are not to exceed the Academy policy regarding absences. Senior students may not exceed absences of 5 days/semester.

Early Dismissal

In cases where a student is to be dismissed before the official end of day assembly, a written note signed by a parent must be provided to the Student Management Coordinator at the beginning of the day.

Students are required to report to the Campus Office and sign out via the Compass Kiosk before leaving the Academy grounds. If a student is to be collected from the Academy, parents must inform their child of the collection time. Students should be waiting for parents on their arrival at the student office. Early dismissal should be organised for recess and lunchtime, so as not to disrupt class time.

Lateness

Students are expected to be at the Academy by 8:30am.

Students arriving after form assembly are required to report to the Student Office and sign in on the Compass Kiosk.

Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Student Management Coordinator via a signed note, telephone call or via Compass.

Students who breach the punctuality policy will:

- Be issued with a late pass for the first breach providing there is an acceptable reason provided.
- Be issued with an after-school detention for the second breach.

Frequent breaches of the punctuality/ attendance policies will require a parent interview.

Keep our Academy Clean Policy

The Academy prides itself in promoting a clean environment for all members of the Academy community.

1. The 'Keep Our Academy Clean Policy' prohibits the following:
2. Chewing gum of any kind is not permitted within Academy grounds.
3. Graffiti is not to appear on any of the Academy property.
4. Littering of the Academy grounds is not permitted.

Students seen breaching any of the above conditions will be issued with an after school detention.

The policy applies to students who litter and graffiti, and students who witness such acts and do not take steps to prevent such acts or remove litter around them.

In addition to the detention, penalties will be imposed for the cost of cleaning areas or the replacement of the damaged areas. Students breaching the policy on four or more occasions will have their enrolment at the Academy reviewed by the Head of Campus. The Head of Campus may terminate the enrolment of a student as a result of this policy.

The 'Keep Our Academy Clean Policy' is displayed on notice boards across the Academy.

Students should familiarise themselves with the details of the policy.

AIAE Year 10 - 12 Girls

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

GIRLS WINTER — Winter Uniform | TERM 2 & 3

AIAE Blazer	Long Sleeve Shirt	Winter - Full Length Skirt	Navy Wool Blend Jumper	White Knee Hi Socks

All Year Requirement

AIA School Bag

Black School Shoes

Chiffon Square Head Scarf

GIRLS SUMMER — Summer Uniform | TERM 1 & 4

AIAE Blazer	Long Sleeve Shirt	Summer - Full Length Skirt	Navy Wool Blend Jumper	White Knee Hi Socks

GIRLS SUMMER WINTER — Sport Uniform | YEAR 10 ALL YEAR
(Only if Sports Subject has been selected)

Longline Bonded Jacket	Long Sleeve Sports Top	Zip Cuff Tracksuit Pants	White Crew Socks	Sports Bag	White or Black Runners ONLY

< OR >

* no particular brand.

Year 10-12_Girls_1577v4

Boys Uniform | ALL YEAR

BOYS **SUMMER** **WINTER**

AIA
Blazer

Wool Blend
Jumper

Long Sleeve
Shirt

< OR >

Long Sleeve
Shirt

Grey
Trouser

AIA
Tie

White Crew
Socks

< OR >

Grey
Socks

All Year Requirement

AIA School Bag

Black School Shoes

Sport Uniform | YEAR 10 ALL YEAR
(Only if Sports Subject has been selected)

BOYS **SUMMER** **WINTER**

Soft Shell Polyester
Jacket

Long Sleeve
Polo

Short Sleeve
Polo

Zip Cuff
Tracksuit Pants

White Crew
Socks

Sports
Bag

< OR >

White or Black
Runners ONLY
* no particular brand.

Year 10-12_Boys_1577v4

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

INQUIRERS	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
KNOWLEDGEABLE	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
PRINCIPLED	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
OPEN-MINDED	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
RISK-TAKERS	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
BALANCED	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
REFLECTIVE	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Personal Project

All year 10 students must complete a Personal Project. A total of four credit points are available for the Personal Project.

Students will be awarded 4 Credit Points for the **satisfactory** completion of the project according to the **required criteria** and if **handed in on time.**

Please note: Failure to submit a personal project may jeopardise admission into the Year 11 and 12 programs offered at the Academy.

Non submission of semester 1 requirements (refer page 51 – dates and deadlines) will result in a meeting between parents and Academy Senior Management to discuss the unsatisfactory progress of the Personal Project.

What is a Personal Project?

MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate Approaches to Learning (ATL) skills developed through the MYP and foster the development of independent, lifelong learners. All students in MYP Year 5 (Year 10) must complete the personal project.

The personal project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.

Aims of the Personal Project

The aims of the personal project are to encourage and enable students to:

- participate in a sustained, self–directed inquiry within a global context,
- generate creative new insights and develop deeper understandings through in-depth investigation,
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time,
- communicate effectively in a variety of situations,
- demonstrate responsible action through, or as a result of, learning and
- appreciate the process of learning and take pride in their accomplishment.

Requirements

The project must be personal. The topic should reflect students' interests, hobbies, special abilities or concerns about particular issues.

The project must be focussed on one of the six Global Contexts. Inquiring into a topic through a global context enables students to develop a deeper understanding of both the topic and how it relates to the real world.

- Identities and relationships
- Orientation in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

The project must be entirely the student's own work and be completed over an extended period of time.

The project must include a Project Report and a Process Journal.

Service as Action

The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context.

Student Requirements

Service experiences are opportunities for students to engage in action. Students have a choice from the following 3 options:

Single learning event: This is a service you provide to others just once and is not ongoing. You must complete 3 per term.

Series of related learning experiences: This is a service you provide over a short period of time. E.g. over a 3 week period. You must complete 2 per term.

An extended project: This is a service you provide over a long period of time. E.g. 3 weeks or more. You must complete 1 per term

VCE

Students are required to undertake one VCE subject at Year 10. By the end of Year 10, students will have completed Unit 1 and 2 of a VCE subject. Unit 3 and 4 is undertaken and completed at Year 11. Students who choose VCE at Year 11 will have gained an advantage of completing a VCE subject by the end of Year 11. Students who choose the IB at Year 11 will have established a foundation for undertaking the same subjects at Year 11 and 12. VCE subjects offered at Year 10 are as follows:

- Biology
- Health and Human Development
- Psychology
- Business Management

VCE Outcomes

Every VCE unit includes a set of two to four Learning Outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). Each outcome is described in terms of **key knowledge** and **key skills** students are required to demonstrate.

In order to complete the unit, the student must demonstrate their understanding of the key knowledge and key skills. Teachers set assessment tasks over the duration of the unit to determine a student's ability to satisfy these outcomes.

Assessment

There are two ways in which each VCE unit will be assessed.

They are:

(i) By satisfactory completion. A student will receive 'S' (satisfactorily completed) or 'N' (not satisfactorily completed) for each unit studied. This decision is based on the teacher's judgement of the student's performance on learning activities designated for the unit.

To "satisfactorily complete" a learning outcome, a student must;

- meet the required standards as described in the outcome, and
- submit the work on time.

A student will receive a "not satisfactorily completed" result if they;

- have failed to complete one or more of the requirements of the learning task,
- have not achieved all the learning outcomes for that unit, or
- have not completed all the work satisfactorily. For example, the work was not finished or not completed on time or did not follow the criteria and has not met the outcome requirements.

Only units for which an **"S"** (completed satisfactorily) has been awarded can count towards the 16 units required for the award of the VCE.

(ii) By levels of achievement. **School-Assessed Coursework (SAC's)** are assessment tasks which enable students to develop the key knowledge and key skills described in the set of outcomes for each unit.

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

For Units 1 and 2, teachers may select the tasks which they consider to be most appropriate for the School-Assessed Coursework. For Units 3 and 4, the assessment tasks for the School-Assessed Coursework are prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

School-Assessed Coursework tasks will be **undertaken during class time.** This is necessary to enable teachers to authenticate the work undertaken by students. It is imperative that students are at school when the School-Assessed Coursework tasks are to be completed. Dates for the completion of School-Assessed Coursework will be distributed to students at the start of each semester.

The student's level of performance; that is, how well a task was done will be graded on a scale of A+ to E, where E is the lowest acceptable level of achievement. A piece of work which fails to meet the minimum acceptable level will be reported as UG (ungraded). If an assessment task is not completed or submitted, **NA** (not assessed) will appear on the report.

Biology

UNIT 1:

How Do Living Things Stay Alive?
(VCAA Code: BI011)

In Unit 1 students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

UNIT 1

AREAS OF STUDY:

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

OUTCOMES:

Outcome 1: Investigate and explain how cellular structures and systems function to sustain life.

Outcome 2: Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

Outcome 3: Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

UNIT 2:

How Is Continuity Of Life Maintained
(VCAA Code: BI033)

In Unit 2 students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students
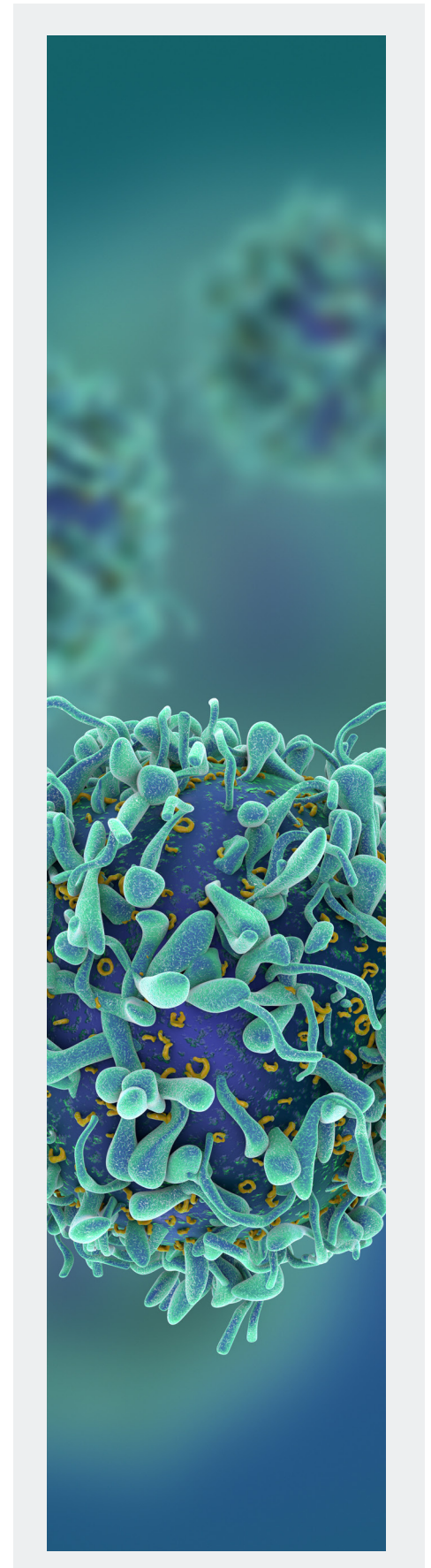
Biology (cont'd)

use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

UNIT 2

AREAS OF STUDY:

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

OUTCOMES:

Outcome 1: Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

Outcome 2: apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

Outcome 3: Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

Business Management

Unit 1:

Planning a Business
(VCAA Code: BM031)

In Unit 1 students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

UNIT 1

AREAS OF STUDY:

1. The business idea
2. External environment
3. Internal environment

OUTCOMES:

Outcome 1: Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Outcome 2: Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3: Describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment:

Suitable tasks for assessment may be selected from the following:
- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

In Unit 2 students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

UNIT 2

AREAS OF STUDY:

1. Legal and financial considerations.
2. Marketing a business
3. Staffing a business

OUTCOMES:

Outcome 1: Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

Outcome 2: Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Outcome 3: Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment:

Suitable tasks for assessment may be selected from the following:
- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

Health and Human Development

Unit 1:
Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 1

AREAS OF STUDY:

1. Health Perspectives and Influences
2. Health and Nutrition
3. Youth Health and Wellbeing

OUTCOMES:

Outcome 1: On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Outcome 2: On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3: On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Assessment:

Assessment tasks over Units 1 and 2 should include the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.
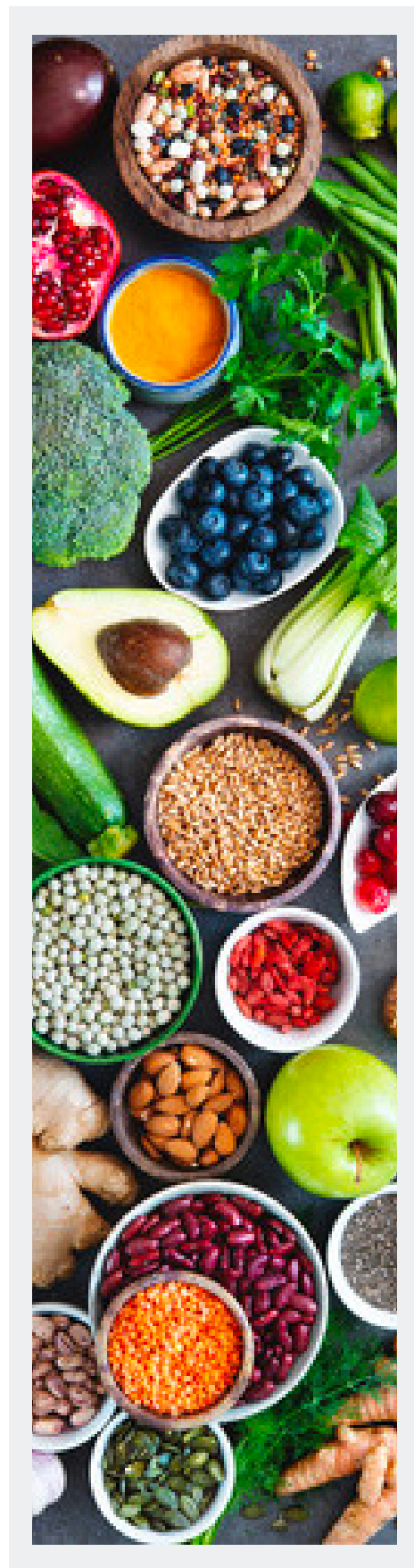
Health and Human Development (cont'd)

AREAS OF STUDY:

1. Developmental Transitions
2. Health Care in Australia

OUTCOMES:

Outcome 1: On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Outcome 2: On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment:

Suitable tasks for assessment may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis

Psychology

Unit 1:

How Are Behaviour And Mental Processes Shaped

VCAA Code: PY031

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

UNIT 1

AREAS OF STUDY:

1. How does the brain function?

2. What influences psychological development?

3. Student directed research investigation

OUTCOMES:

Outcome 1: Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

Outcome 2: Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

Outcome 3: Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment Tasks:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

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

For Outcome 3

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

Psychology (cont'd)

Unit 2:

How do External Factors Influence Behaviour and Mental Processes?

VCAA Code: PY031

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2:

AREAS OF STUDY:

1. What influences a person's perception of the world?

2. How are people influenced to behave in particular ways?

3. Student directed practical investigation

OUTCOMES:

Outcome 1: Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

Outcome 2: Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Outcome 3: Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment Tasks:

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2
- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3
- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

For more information

you can contact the school on 9350 4533 or email the Year 10 Coordinator.

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Year 10 Coordinator

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