2015 Year 10 Curriculum

This is the first year that students choose subjects for the internationally recognised South Australian Certificate of Education (SACE). When selecting subjects it is important to consider the following: the courses at University or TAFE that you are interested in, the subjects you like and are good at, and your personal interests.

For students to gain their SACE they will need a minimum of 200 credits and must complete the following compulsory subjects with a ‘C’ grade or better:

- Personal Learning Plan (PLP) (10 credits)
- English (20 credits)
- Mathematics (10 credits)
- and Research Project (10 credits).

Students in Year 10 at Scotch College will complete the Personal Learning Program (PLP), where students identify their strengths and options based on individual interests and aspirations. Career identification programs, service learning opportunities and work experience visits are conducted throughout the year. Throughout Year 10 students move towards independent learning and achieving their personal best in preparation for Year 12 and life beyond secondary school.

For further information please visit:
- http://www.sace.sa.edu.au/ (the SACE Board) and

In Year 10 all students will study the following core subjects:
- English or ESL
- History
- Mathematics
- Personal Learning Program (PLP)
- Physical Education and Health
- Science

and FOUR additional elective semester subjects chosen from the following:
- Agriculture
- Art
- Business and Entrepreneurship
- Chinese Beginners (Stage 1)
- Creative Arts-Musical (Stage 1)
- Cross Curriculum Studies
- Dance (Stage 1)
- Design
- Design & Technology (Stage 1)
- Drama
- Film Making (Stage 1)
- French
- Geography
- Home Economics
- Japanese
- Music
- Nutrition (Stage 1)
Agriculture

Learning Area: Science

Course Length: One or two semesters

Assessment:
Formative and summative assessment including reports, homework, assignments, tests, orals, practicals, field work and a formative end of semester examination.

Content:
The course aims to expand on the knowledge gained from Year 9 Agriculture.

It demonstrates the application of scientific principles, sustainable practices and technology to farm management.

Semester 1
• Viticulture – trellising systems, harvesting
• Sheep - husbandry, breeding, marketing
• Cattle - breeds, breeding, husbandry
• Soils and agricultural ecosystems.

Semester 2
• Viticulture/horticulture - pruning, propagation
• Farm mechanics and WHS
• Sheep - husbandry, classing, shearing, breeds
• Cattle - husbandry, marketing
• Maricultural production.

The Scotch Farm, vineyard and aquacultural facility provide a pleasant environment in which students will actively work with farm animals and agricultural crops.

Major projects in the areas of sheep, cattle, wine and aquacultural animal production will be undertaken throughout the course.

Art

Learning Area: Visual and Applied Arts

Course Length: One semester

Assessment:
Formative and summative assessment throughout the course

Content:
Visual Art enables students to explore and learn through a wide range of practical and appreciation topics, to solve problems in creative divergent ways and to express personal ideas, thoughts and feelings through visual arts works.

Topics may include:
• Drawing and painting: drawing skills in the exploration of form, tone, line, colour, and composition with the use of pencil, water colour, pastel, ink, etc. Drawings from nature, the human environment and imagination will be studied. Particular focus will be on the human form
• 3-D Studies: develop 3D forms from 2D studies
• Print making: technical skill will be emphasised through the exploration of media such as lino and silk screen
• Art Appreciation: development of language, writing and research skills necessary for the understanding, expression, appreciation, criticism and analysis of art. This course will follow aspects of European and Australian Art.

In Year 10, students develop a personal aesthetic through their art making. They refine technical and conceptual properties in their work and critically reflect on their own and other’s visual arts practices.

They research and analyse characteristics and constraints of materials and processes across a range of forms, styles and contexts.

They present artworks to an audience and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners.

Students use materials, media and technologies to make visual artworks. They develop autonomy in a range of forms and can make judgments informed by their understandings of traditional and emerging visual art practices. They identify and discuss characteristics and restraints in the techniques and processes of art making and develop innovative and challenging approaches to art making.

They investigate the way techniques and processes are embedded in contemporary and traditional visual arts practice. They apply their understanding of aspects of practice to critical and historical interpretations of art. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.
Business and Entrepreneurship

**Learning Area:** Business, Enterprise and Technology  
**Course Length:** One semester  
**Assessment:** Formative and summative assessment throughout the course.  
**Content:**  
This course enables students to develop an understanding of business cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues: globalisation markets and the economy.  
They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities.  
Students will study the changing nature of the workplace, role of the entrepreneur, e-commerce and the role of China in Australia's global trading.

Cross Curriculum Studies

**Course Length:** One or two semesters  
**Subject Prerequisites:** To be chosen only after consultation with the Special Programs Coordinator.  
**Assessment:** There is no formal assessment. However, students do receive an effort rating based on use of class time and support.  
**Content:**  
The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the context of their academic curriculum. Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, reading comprehension, test and examination preparation and ICT skills.  
Students will receive support with work from across the curriculum.

Chinese Beginners (Stage 1)

**Credits:** 20  
**Learning Area:** Languages  
**Course Length:** One year  
**Assessment:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:  
- Interaction  
- Text Production  
- Text Analysis  
- Investigation.  
**Content:**  
In Chinese at beginners level students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.  
Chinese at beginners level is designed as a 2-year course of study for students who wish to begin their study of Chinese at senior secondary level. Students will have studied Chinese at beginners level for 200 to 240 hours by the time they have completed Stage 2. Therefore students develop their language skills and intercultural understanding at an intensive rate.  
At beginners level, students develop and apply linguistic and intercultural knowledge, understanding, and skills by:  
- interacting with others in Chinese in interpersonal situations  
- creating texts in Chinese for specific audiences, purposes, and contexts  
- analysing texts that are in Chinese to interpret meaning  
- comparing languages and how they work as a system reflecting on the ways in which culture is created, expressed, and communicated through language.  
Students explore the three interconnected themes of Relationships, Lifestyles, and Experiences from the perspectives of ‘The Personal World’ and ‘The Chinese-speaking Communities’.
**Creative Arts - Musical (Stage 1)**

**Credits:** 10

**Learning Area:** Humanities and Social Sciences

**Course Length:** One semester

**Assessment:**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Interaction Study
- Product.

**Content:**
In Creative Arts - Musical, students have opportunities for specialised study within and across the following areas of the musical - acting (performer), music (orchestra) and technical theatre.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of the musical and their roles and responsibilities within the creative arts.

By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. All students will be involved in the school musical and will have to attend an additional theory class.

This course will be offered to students as part of their program in 2015.

**Design**

**Learning Area:** Visual and Applied Art

**Course Length:** One semester

**Assessment:**
Formative and summative assessment including a formal examination at the end of the semester.

**Content:**
The course provides a basis for exploring creativity and the design process. This Visual Arts course reflects a curriculum rich in creative thinking and practical application.

In Year 10, students develop a personal aesthetic through their art making. They refine technical and conceptual properties in their work and critically reflect on their own and other's visual arts practices.

They research and analyse characteristics and constraints of materials and processes across a range of forms, styles and contexts.

They present artworks to an audience and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. Students use materials, media and technologies to make visual artworks. They develop autonomy in a range of forms and can make judgments informed by their understandings of traditional and emerging visual art practices. They identify and discuss characteristics and restraints in the techniques and processes of art making and develop innovative and challenging approaches to art making.

They investigate the way techniques and processes are embedded in contemporary and traditional visual arts practice. They apply their understanding of aspects of practice to critical and historical interpretations of art. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

**Visual Study:**
This unit will help in the development of language and writing skills necessary for the understanding and of the appreciation, criticism and analysis of Design and the Visual Arts. The course includes historical and contemporary topics. Students will be expected to research information, analyse it, develop practical work in response to the topics and report on their findings.

**Practical:**
Students are introduced to problem-solving, planning and invention as these may be applied to product design, fashion design, graphic communication and environmental design.

By the end of Year 10, students competently conceptualise ideas in their art making. They demonstrate refined skills in manipulating materials, processes and techniques as they complete artworks. They knowledgeably discuss characteristics and constraints identified in the process of art making.

Students research and analyse connections between practices and. They reflect on and discuss the development of a personal aesthetic making critical comparisons to the work of others.

**Semester 1:**
Product or fashion design, Digital graphic design, Architecture and model making.

**Semester 2:**
Digital graphic design, Interior design and Fashion design.
Dance (Stage 1)

**Credits:** 20

**Learning Area:** Arts

**Course Length:** One year

**Subject Prerequisites:**

Previous experience and prior tuition in Dance is necessary. Selection is by audition and interview.

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form.

They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

The focus capabilities for this subject are communication, citizenship, and learning. The dance timetable occurs during set times throughout the week which means that the students will miss other subjects. It is advisable to make an appointment with the Director of Teaching and Learning to discuss arrangements.

**Assessment:**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Technique
- Composition
- Performance
- Written Response.

**Content:**

Stage 1 Dance consists of four areas of study: Technique, Composition, Performance or presentation, Analytical response.

Design and Technology (Stage 1)

**Credits:** 10

**Learning Area:** Business, Enterprise and Technology

**Course Length:** One semester

**Assessment:**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio
- Product.

**Content:**

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 Design and Technology provides enrolment options in the following three focus areas:

- Communication Products
- Material Products
- Systems and Control Products.

The focus capabilities for this subject are personal development, work, and learning.
Drama

Learning Area: Performing Arts
Course Length: One or two semesters
Assessment:
Formative and summative assessment including assignments, tests, an individual investigation and presentation, a performance, reviewing and reflection.

Content:
The course develops a working performance and design vocabulary and involves acting, voice, movement, design, relaxation techniques, play making and other skills of the theatre. Students are expected to accomplish a high degree of expertise in their chosen craft areas and to contribute with co-operation and creativity to group workshops and performances.

Semester 1: Shakespeare and comedy. Each area is studied by acting workshops, analytical discussion, assignments, essays, media and advertising and culminates in a costumed and rehearsed group performance or film to demonstrate the period and style.

Semester 2: Presentational and representational drama. Students are taught to take notes from primary and secondary sources. Each class presents a short play to an audience through film or live theatre.

Students are given the opportunity to explore realistic teenage social stereotypes through comic and or realistic techniques and film transcripts.

English

Learning Area: English
Course Length: One year
Assessment: Formative and summative criterion based assessment, including written assignments and oral presentations. SACE Stage 1 assessment criteria are used, in preparation for Year 11.

Content:
Using the Australian Curriculum students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts. Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students study a Shakespeare play and attend an actors’ workshop. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, identifying and explaining values, attitudes and assumptions. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied. They compare and contrast structural features and key ideas in oral, visual and written texts, and synthesise information from various sources to reach considered conclusions.

They analyse and debate others’ interpretations, and evaluate the evidence used to support these interpretations. They offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses. They identify and evaluate strategies used by speakers to respond to and influence audience expectations. Students create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern. They engage in discussions that build on others’ ideas, solve problems, justify opinions and develop and expand arguments in novel ways.

They choose appropriate language to establish relationships with different audiences in a variety of contexts. They take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives.
English as a Second Language (ESL)

**Learning Area:** English  
**Course Length:** One year  
**Assessment:**  
Formative and summative criterion-based assessment including written assignments and oral presentations. There is an end of year examination.  
**Content:**  
Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. There are listening and written comprehensions, exercises on letter writing and interpreting statistics and both formal and informal oral presentations.  
In preparation for Stage 1 SACE the students have some scaled down exercises, such as an Investigative Study and listening comprehensions.

Geography

**Learning Area:** Society and Environment  
**Course Length:** One semester  
**Assessment:**  
Assessment includes assignments, test, practicals and an end of semester examination.  
**Content:**  
Geography involves a study of the people and places around the world.  
The Australian Curriculum Geography contains the following units of study  
**Environmental change and management**  
- What is Australia like and how has it changed over time?  
- The Australian environment  
- Managing our coast  
- Managing our River Systems  
- Looking after Goose Island.  
**Geographies of human wellbeing**  
- Rich and Poor  
- Refugee migration  
- World travel and its impact on travellers and host nations.  
**Skill development**  
- Maps interpretation  
- Remote sensing - Satellite images and 3D images of the Earth's surface  
- An Introduction to GIS (Geographic Information Systems).  
A range of computer skills are taught within each topic.

Film Making - Stage 1

**Credits:** 10 (half year)  
**Learning Area:** Humanities and Social Sciences  
**Course Length:** One semester  
**Assessment:**  
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:  
- Folio  
- Interaction Study  
- Product.  
**Content:**  
This course will lead to the completion of SACE Stage 1 Media Studies. It aims to develop skills relating to the creation and use of a range of digital media and technologies. Particular areas of focus are in camera operation and shot composition, sound recording, lighting, managing digital media, video and sound editing, multimedia and DVD production.  
Students also study examples of a range of media genre, learning to recognise and respond to the various techniques and devices used by film makers before putting these into practice in a series of hands on skill developing activities. They then complete two major film projects, one being a group task and the other an individual project.  
While much of their work can be completed on their own laptops, they will also have access to computer systems with professional video and audio production software.  
The focus capabilities for this subject are communication and learning.

French

**Learning Area:** Languages  
**Course Length:** One year  
**Subject Prerequisites:**  
Satisfactory completion of Year 9 French.  
**Assessment:**  
Formative and summative assessment including tests of vocabulary, speaking, listening, reading, writing and formal grammar. There is an examination covering these areas at the end of each semester.  
**Content:**  
The oral emphasis of spoken French continues with students using computer-based oral/aural activities produced to aid learning of vocabulary and pronunciation, but the proportion of formal writing increases, so that the student's understanding and use of the grammatical and idiomatic framework of the language is strengthened.  
The elementary study of the geography, culture and history of French-speaking countries is extended by studying songs, seeing videos and films as well as working with computer programs.
History

**Learning Area:** Society and Environment  
**Course Length:** One semester  
**Assessment:**  
Formative and summative assessment including the following components: document studies, essays, tests and an examination.  

**Content:**  
As part of the Australian Curriculum History students will acquire knowledge and understanding of how men, women, and children lived, acted, and died in a series of political, social and intellectual changes which have shaped the modern era. The course explores the 20th Century in detail and explores the most bloody and most life-enhancing time in world history. Australia is contrasted with overseas examples. The skills of historical inquiry are developed and applied in source analysis activities undertaken throughout the course. Furthermore students will develop a range of Information Technology skills including making film clips with iMovie.

Home Economics

**Learning Area:** Visual and Applied Arts  
**Course Length:** One semester  
**Assessment:**  
Formative and summative criterion-based assessment including written and practical food assignments.  

**Content:**  
In this course student’s skills in the principles of cooking are developed further whilst focusing on food as a product and the relationship between the food handler and the customer who will receive it. Topics covered can include:  
- Food production and labelling  
- Cafe culture  
- Food art  
- Food in celebrations  
- Coffee  
- Chocolate  
- Bread and yeast cookery  
- Pasta  
- Pastry making

Japanese

**Learning Area:** Languages  
**Course Length:** One year  
**Subject Prerequisites:** Satisfactory completion of Year 9 Japanese.  
**Assessment:**  
Formative and summative assessment including tests of vocabulary, speaking, listening, reading, writing and formal grammar. There is an examination covering these areas at the end of each semester.  

**Content:**  
The course introduces students to a wide range of vocabulary and begins complex sentence structures. Kanji are used extensively and emphasis is placed on developing sound oral skills with opportunities for frequent practice. Written skills will be enhanced through exercises focusing on grammatical accuracy and the use of different text types.  

Topics include:  
- Self  
- Family  
- Arranging  
- Home and neighbourhood  
- Hobbies and interests  
- Daily life  
- Memorable occasions

Mathematics

**Learning Area:** Mathematics  
**Course Length:** One year  
**Assessment:**  
Formative and summative assessments, including topic tests and investigations.  

**Content:**  
The Mathematics curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered. It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.  

**Content Strands:**  
The content strands are: Number and algebra, Measurement and geometry, and Statistics and probability.  

**Content Descriptions:**  
Number and algebra: Real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.  
Measurement and geometry: Using units of measurement, geometric reasoning, pythagoras and trigonometry.  
Statistics and probability: Chance, data representation and interpretation.  

Set 1 classes follow the mainstream course and cover topics in greater depth.  
Set 2 consolidate concepts of the mainstream course.
Music

Learning Area: Performing Arts
Course Length: One or two semesters
Subject Prerequisites: Satisfactory completion of the Year 9 Music course or a demonstrated interest in and talent for music. Semester 2 will require successful completion of Semester 1 or an interview with the Head of Music.

Assessment:
Formative and summative assessment including: instrumental performance, musicianship, music technology, worksheets, tests, research topics, oral presentations and essays.

Content:
This course focuses on more detailed aspects of music literacy, arranging concepts, notation and audio composition using their computers, aural skills, music in context studies, group singing, instrumental performance and improvisation. Particular units of work are completed each term. All students are expected to play one or more instruments as part of the practical rehearsal and performance aspects of the course. All students are taught a graded course of music theory (Level 1-4) and are prepared for the Music Theory examinations provided by the Australian Music Examination Board.

Students are also expected to participate in the co-curricular ensemble program as required by the Head of Music.

Nutrition (Stage 1)

Learning Area: Science
Course Length: One semester
Assessment:
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks.

Content:
Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

Service learning, work experience and a five day Goose Island expedition contribute to the overall journey

Personal Learning Plan (PLP)

Learning Area: Cross Disciplinary Studies
Assessment:
Assessment at Stage 1 is school-based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Content:
Students provide evidence of their learning through a set of four to five assessments.

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject. The PLP helps students plan for their future by:
- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals.

Students must achieve a ‘C’ grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Specific Course Content:
Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student’s plan, based on his or her particular needs and interests.

Career Education forms part of the PLP.
**Physical Education and Health**

**Learning Area:** Physical Education & Health.

**Course Category:** Core

**Course Length:** One year

Assessment: There is ongoing assessment of the student's involvement in the course based on formative and summative criterion.

Content:
This course aims to develop the knowledge, understanding, and skills to ensure students:

- access, synthesize and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan
- develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyze how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

**Health Education:**
Topics include:
- Drugs
- Safe parties
- Save a Mate / CPR
- Sexuality & STIs
- Mental health
- Physical health and fitness
- Religious Education

**Physical Education:**

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**Science**

**Learning Area:** Science

**Course Length:** One year with semester rotations of Biological and Chemical sciences in one semester and Earth and space and Physical sciences in the other semester.

**Assessment:** Formative and summative criterion based assessment on practical design and implementation, research skills, group work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:
- Tests
- Practical Investigations
- Research Investigations.

Assessment is conducted against the content strands of the Australian Curriculum Science:
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Content:
The Australian Curriculum Science contains the following strands and sub-strands:

**Science Understanding:**
- Biological sciences - Genetics, evolution
- Chemical sciences - Periodic table, properties of matter, chemical reactions
- Earth and Space sciences - Universe, global systems
- Physical sciences - Motion and forces, conservation of energy.

**Science as a Human Endeavour:**
- Nature and development of science
- Use and influence of science.

**Science Inquiry Skills:**
- Questioning and predicting
- Planning and evaluating
- Processing and analysing data and information
- Evaluating
- Communicating

Science as a Human Endeavour and Science Inquiry Skills are addressed across all the topics. Science Understanding is assessed after each topic is completed.