



RADFORD COLLEGE

Years 9-10 Academic Subject Guide



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Year 9 Year-Long Subjects

- English
- Health and Physical Education
- Mathematics
- Religious and Values Education (RaVE)
- Science
- Skills Plus (for selected students)
- Study Skills

Year 9 Elective Subjects

- Chinese
- Dance
- Digital Technology
- Drama
- Food Technology
- French (Beginning & Continuing)
- Geography
- Graphics and Design
- Industrial Technology
- Japanese (Beginning & Continuing)
- Media Arts
- Music
- Philosophy
- Spanish (Beginning & Continuing)
- Textiles Technology
- Visual Art
- Wood Technology

Year 9 One Per Semester

- Commerce, Civics and Citizenship
- History

Year 10 Year-Long Subjects

- English
- Health and Physical Education
- Mathematics
- Religious and Values Education (RaVE)
- Science
- Skills Plus (for selected students)
- Study Skills

Year 10 Elective Subjects

- Chinese
- Dance
- Digital Technology
- Drama
- Food Technology
- French (Beginning & Continuing)
- Graphics and Design
- Industrial Technology
- International Commerce
- Japanese (Beginning & Continuing)
- Media Arts
- Music
- Philosophy
- Spanish (Beginning & Continuing)
- Textiles Technology
- Visual Art
- Wood Technology

Year 9 One Per Semester

- Commerce, Civics and Citizenship
- History

Year 9: Year-long and Semester-based Subjects



Year 9 English

Students will complete:

- A novel study;
- A study of advertising and persuasion;
- A study of life writing;
- The study of an Australian poet;
- An analysis of a Shakespearean play (tragedy); and
- At least one Australian film text focusing on indigenous issues.

Students will:

- Write two literary essays;
- Conduct and present an investigation;
- Compose at least two creative responses; and
- Present at least one oral presentation which includes creative and analytical components actively engaging in listening activities across a range of contexts.



Year 9 Health and Physical Education

The Year 9 HPE curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Health:

- Positive Relationships - This unit develops students' overall knowledge and understanding of why relationships are important to us as individuals and explores ideas and information around gender, sexuality, consent, reproduction, Sexually Transmitted Infections (STI's) and contraception; and
- Risky Business - students explore the idea of risk and risk-taking. Students develop an understanding of the difference between positive and negative risk taking and the potential consequences of both.

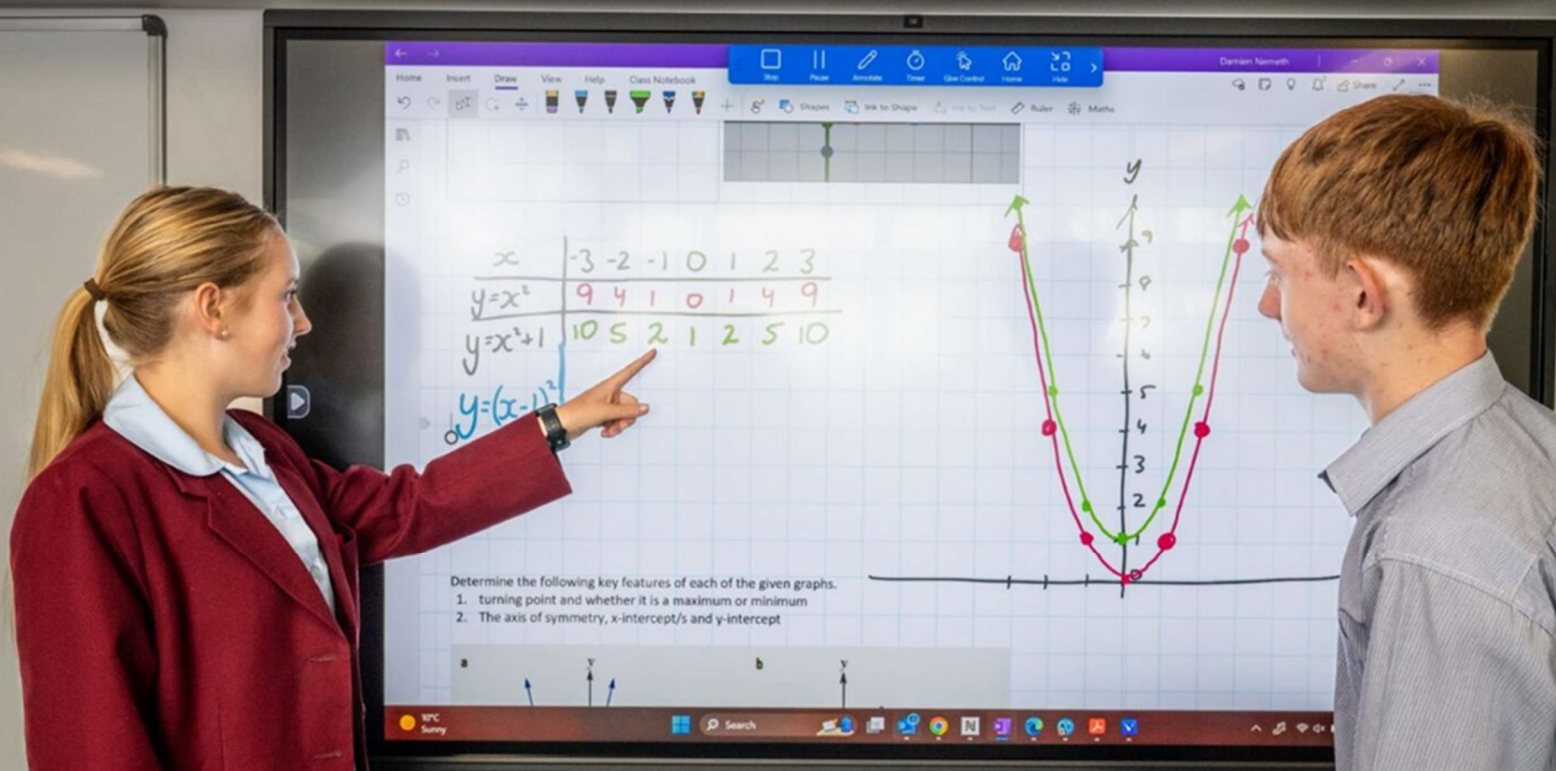
Physical Education:

In Year 9, students will undertake the following units:

- | | | |
|------------------------------|------------------|----------|
| ■ Oztag | ■ Invasion Games | ■ Golf |
| ■ Lifelong Physical Activity | ■ Softball | ■ Futsal |

Health and Physical Education Enrichment Program - Excursions/Incursions:

Targeted excursions and incursions enhance teaching and learning by providing broader exposure to the contemporary HPE curriculum. These programs enable students to enrich their learning and social skills in specialized settings, while being flexible enough to address individual interests and logistical constraints. Costs for excursions and incursions are typically covered by the year levy.



Year 9 Mathematics

The Australian Mathematics Curriculum Frameworks are based around the six broad content strands: Number, Algebra, Measurement, Space, Statistics and Probability.

The content taught in Year 9 is supported by Cambridge Essential Mathematics 9 and Mathspace. Additional worksheets and activities are used to provide variety, at the teachers' discretion. Assessment in all classes is designed to measure the current level of achievement and to identify opportunities for growth. Students in some classes will be exposed to extension concepts that may be assessed.

Semester 1

In this unit, students will learn about:

- Algebra – formulae and factorisation, linear equations, word problems, inequalities, substitution, expansions, and products, changing the subject;
- Algebra - negative and fractional Indices, scientific notation, significant figures;
- Financial Mathematics – percentages, earnings, simple interest, tax;
- Probability – theoretical and experimental, Venn diagrams and two-way tables, multi-stage events; and
- Statistics – measures of central tendency, quartiles and interquartile range, box-and-whisker plots, outliers, skew, and symmetry.

Semester 2

In this unit, students will learn about:

- Coordinate Geometry - cartesian plane, midpoint, distance, gradient, equations, and graphs of lines;
- Trigonometry – right-angled triangles, similarity, trigonometric ratios, finding unknown sides and angles, applications of trigonometry;
- Measurement – area review, surface area and volume of prisms and cylinders; and
- Algebra – factorising, grouping in pairs, difference of squares, quadratic trinomials.



Year 9 Religious and Values Education

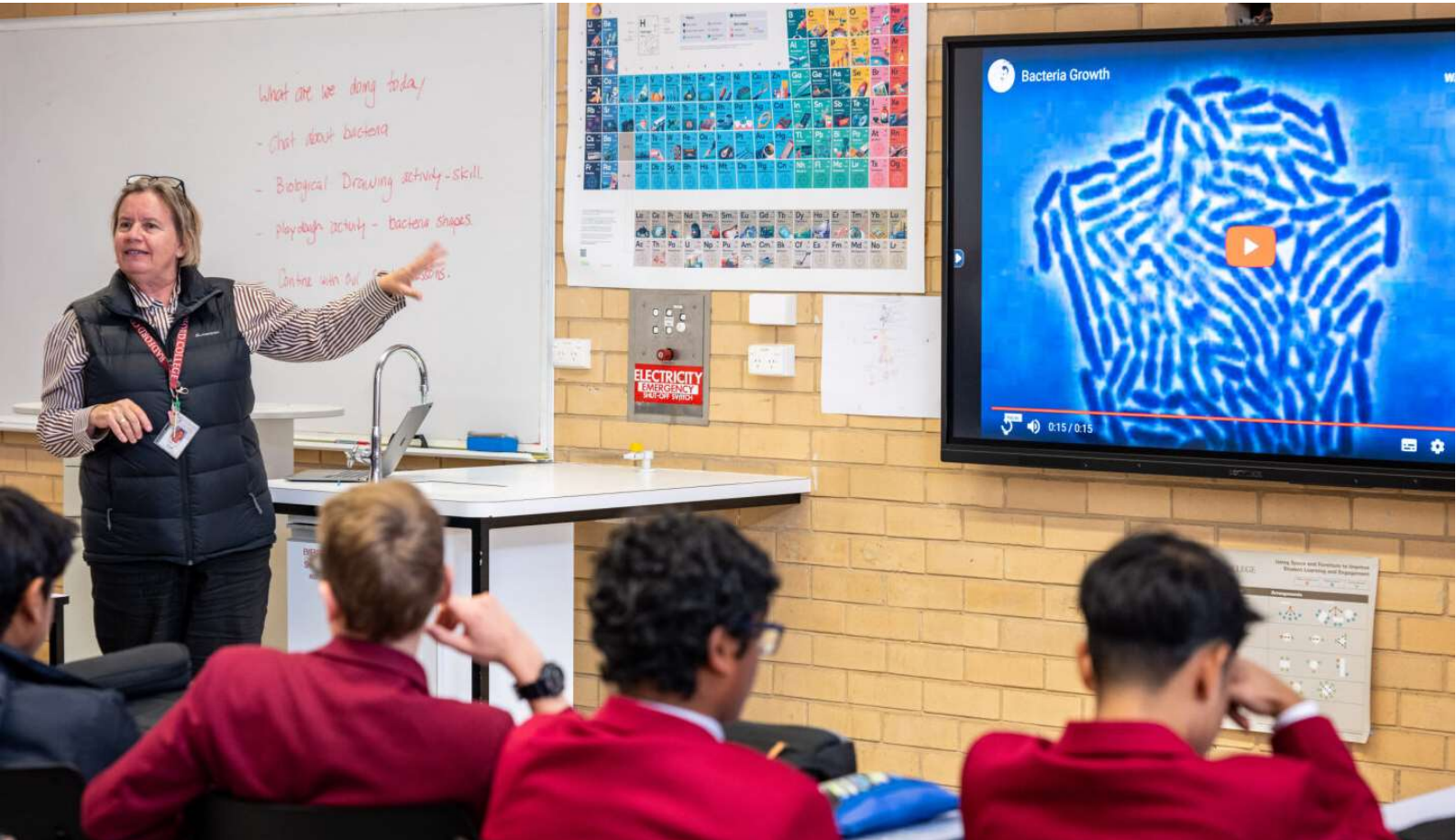
Religious and Values Education (RaVE) provides a space for students to contemplate the College's values of truth, compassion and wisdom. It is delivered in a way which makes it accessible to all students.

In Semester 1, students

- consider what spirituality is
- explore the way artists express spirituality through their work
- become aware of some of the tensions that exist between religion and science
- learn about the different roles that religion and science play in our lives

In Semester 2, students

- identify why it is so important to embrace and celebrate diversity
- understand the relationship between diversity and suffering and how we can respond to this
- learn what it means to have grit
- understand that the desire to make a difference in this world is complex and needs to be reflected on deeply



Year 9 Science

The Science curriculum for Years 9 and 10 at Radford School integrates the three strands: Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding. The curriculum content is interrelated and taught in an integrated manner, with the Science Department deciding the specific order and detail of the teaching programs.

In Years 9 and 10, students build their knowledge of microscopic and atomic structures, energy and matter flows, and interactions due to forces, developing skills to quantify changes and amounts. In Year 9 specifically, students study systems at various scales, including human body responses to external environments and ecosystem interdependencies. They learn about atomic structures, nuclear decay, and chemical changes, matter conservation and develop views on energy transfer. They apply these concepts to global systems like continental movement.

The topics covered in Year 9 include:

- Multi-cellular organisms rely on coordinated, interdependent systems to respond to environmental changes;
- Ecosystems consist of interdependent organisms and abiotic components, with matter and energy flowing through these systems;
- All matter is made of atoms composed of protons, neutrons, and electrons; natural radioactivity arises from atomic decay;
- Chemical reactions rearrange atoms to form new substances; mass is conserved during reactions;
- Chemical reactions, including combustion and acid reactions, are crucial in both living and non-living systems and involve energy transfer;
- The theory of plate tectonics explains geological activity and continental movement; and
- Energy transfer through different mediums can be explained using wave and particle models.



Year 9 Skills Plus

Topics that will be taught / investigated in skills plus gain knowledge and skills include:

- Values education;
- Current events / issues; and
- Life skills (such as social skills and team building skills).

Specific subject content support offered in skills plus will focus on:

- Assignments are clarified, modified and scaffolded to assist students;
- Preparation for tests and examinations;
- Support is provided for taking exams, revision structure and study techniques;
- A range of tools and support are offered to develop effective time management strategies; and
- Targeted support in developing literacy and numeracy skills.



Year 9 Study Skills

Study Skills provides opportunities for successful learning and individual skill development. This includes the development of study skills, time management and organisational strategies. Study Skills teachers work with the students to help them become confident learners, starting with the questions: Where am I going? How am I going? Where to next?

Topics that will be taught/investigated to gain this knowledge and understanding of these skills, include:

- Digital organisation;
- Backward planning;
- Effective study and self-regulation strategies;
- Metacognition, explicit teaching in how to think critically and creatively;
- Goal setting and time management strategies; and
- The science behind using music as a study tool.

Year 9: Elective Subjects



Year 9 Chinese

In Semester 1

In this unit students will learn about:

- Colour preferences;
- Clothing;
- Body parts and appearance;
- Countries and language;
- People: Chinese titles and friends;
- Subjects you study and likes/dislike; and
- Making / answering phone calls.

In Semester 2

In this unit students will learn about:

- Weather, seasons and places;
- Visiting a doctor;
- Hobbies and free time activities;
- Chinese TV programs.; Sports;
- Inviting people to do something with you; and
- Eating out and food and drink.



Year 9 Dance

If you love to dance this elective is for you. In Year 9 you will work with other like-minded creatives as you choreograph your own work, go on lots of excursions and perform in festivals and productions. As well as this, dance will teach you valuable skills such as collaboration, communication and creative thinking. No prior experience in dance is necessary.

Dance and Musical Theatre

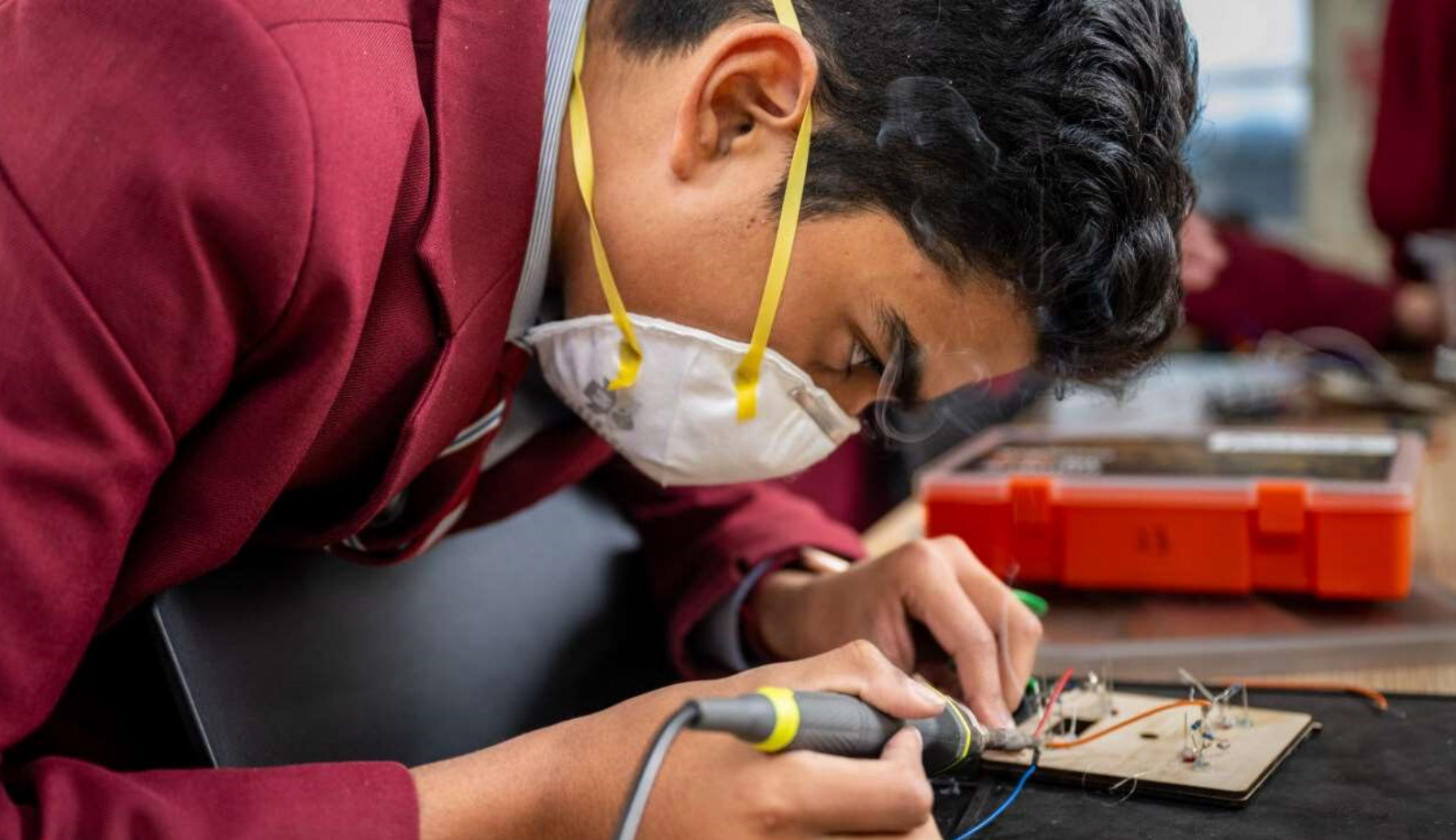
In this unit, students will learn about:

- Explore dance styles related to Musical Theatre;
- Learn to choreograph musical theatre;
- Perform in the style of Musical Theatre
- Attend excursions to see live theatre and dance performances; and
- Learn about the history and context of the choreography in musicals.

Dance and Story

In this unit, students will learn about:

- Explore the way dance can tell stories across different cultures, including classical forms such as ballet and non-western dance traditions;
- Choreograph and perform dance to communicate story for a target audience and purpose; and
- Attend excursions to see live performances.



Year 9 Digital Technology

This course is designed to enable students to become critical users of various technologies while specific skills will be learned the focus is on students becoming self-motivated, independent lifelong learners. The course begins with familiarising students with computer hardware and moves through the coding of software and creating digital assets to practical applications of computing.

Semester 1: Programming Analysis and Development

This course begins with an introductory investigation into how computers work and the use of software elements to make a computer system undertake functions. Students are given opportunities to extend their programming skills to create programming patterns, used to create software.

Students will be excited to learn more about software platforms which are used to create and manipulate 2D digital assets and to make simple games.

Semester 2: Digital Applications

Students will explore various digital applications using basic software and tools to create exciting and innovative solutions to design challenges. Examples of topics to be covered include;

- Animation - how to develop simple animations using the design process;
- Introductory data science - how to manage, shape and understand data sets;
- Web design - making simple websites with HTML and CSS; and
- Robotics - using the design process to create solutions for robotics challenges.



Year 9 Drama

If you enjoy performing or working backstage, then elective Drama is for you. In Year 9 you will get to work as actors, directors and designers to explore, create and perform drama in a range of styles both at Radford, on tour and in theatre festivals. Drama will teach you valuable leadership skills that look great on your CV or transcript such as project management, co-ordination of large teams and artistic direction.

In the devising theatre unit, students will:

- Explore a range of play building techniques and conventions;
- Explore real world issues as starting points for their devising process;
- Create and perform an original work as part of a large-scale theatre festival; and
- Attend live theatre excursions.

In the children's theatre unit, students will:

- Explore the forms and conventions of Children's Theatre;
- Learn to adapt and create work for a target child audience;
- Perform their work on tour and at Radford; and
- Attend live theatre excursions.



Year 9 Food Technology

Semester 1: Food and Nutrition

This unit is designed to encourage students to think about the foods they eat, why they eat, the function of food and how it affects their health and wellbeing. Students will develop knowledge and understanding of nutrition principles to enable them to make healthy food choices and consider the range of influences on these choices. Key learning outcomes include;

- Identifying the food nutrients and relate them to their daily food intake;
- Developing menus to suit a variety of backgrounds;
- Implementing strategies for improving individual diets; and
- Preparing of healthy foods suitable for a variety of different age groups and nutritional needs.

Semester 2: Food and the Australian Identity

Students will explore the history of Australian food habits and the diverse range of multicultural influences that have been used to shape our food culture. During this unit, the following topics will be covered:

- Food habits of the Indigenous peoples of Australia;
- Historical events that have shaped Australia's early food habits;
- Influence of technology on food habits and food availability;
- Investigating meal patterns of other cultures such as Spanish, Mexican, and French cuisines; and
- Impact of multiculturalism upon our eating habits.

A range of practical tasks are conducted to demonstrate food preparation techniques, meal planning and presentation of food products, that illustrate the diverse nature of the Australian food industry.



Year 9 French

Semester 1

In this unit, students will learn about:

- Shopping in France: shops, food, prices and money;
- Travel: countries, regions and towns, transport, activities, postcards (reading and writing);
- School: subjects and opinions, day and routine, travel; and
- Staying in a French family: introductions, general conversation, recent activities, gifts and souvenirs.

Semester 2

In this unit, students will learn about:

- Food and drink: buying, ordering, describing;
- Travel plans and information: by air, land, and sea;
- Revisiting clothing and appearance; and
- Illness/ wellness and parts of the body.



Year 9 Geography

Students explain how peoples' activities or environmental processes change the characteristics of places. They explain the features of biome distribution and identify implications for environments. Students also analyse the interconnections between people, places and environments.

The two units of study in the Year 9 Geography curriculum are **Biomes and Food Security** and **Geographies of Interconnections**.

In the Biomes and Food Security unit students will:

- investigate the distinctive aspects of biomes, food production and food security using studies drawn from Australia and across the world; and
- analyse challenges to sustainable food production and food security in Australia and assess appropriate management strategies.

In the Geographies of Interconnections unit students will:

- focus on how people, through their choices and actions, are connected to places throughout the world.
- examine how connections help to make and change environments; and
- examine the ways changing transportation and technologies are used to connect people to services, information and people in other places.



Year 9 Graphics and Design

Designing requires students to think creatively and to be imaginative when presented with a problem, dealing with objects, actions, and ideas in your mind. It is essentially a matter of thinking about what it is you want to do and how you may achieve your ideas.

Semester 1: Design Drawing

The role of drawing expands to include recording what exists, working out ideas and speculating, and planning for the future. Throughout the design process, we use hand drawing and digital drawing to guide the development of an idea from concept to proposal, to constructed reality. In this unit, students will study concepts such as;

- Skills to create creative presentation drawings;
- Skills to create functional working drawings;
- Creation of graphic instructions for the production of a project;
- Fundamental hand drawing techniques and an understanding of perceptual principles; and
- Explore how digital drawing tools can be used to create detailed designs.

Semester 2: Design Products

Product design reinforces the various stages of thinking, devising proposals, planning, making, and evaluating, which is known as the design process. The communication of ideas and concepts using visual representations are essential skills which students will develop throughout this course. In this study, students will study;

- The creation of visual images to represent specific graphic products;
- The design process and how it is used to develop solutions to design challenges;
- Traditional hand drafting methods and computer aided drawing programs; and
- The use of 3D printing, and rapid prototyping to create working models of design solutions.



Year 9 Industrial Technology

This year 9 STEM course aims to provide students with an opportunity to explore basic engineering principles including robotics and mechatronics and apply these skills to produce design solutions to real challenges. This integrated course will also encourage students to use mathematics, science and technology concepts to develop solutions using the design process.

Students will experience a blend of practical activities and theoretical knowledge to gain a better understanding of how things work in an industrial world. Practical projects will reflect an engineering and robotic focus and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering and mechatronics. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating using the design process.

Semester 1: Mechanical Systems

In this unit, students will:

- Learn about engineering fundamentals;
- Use a range of CAD software functions to communicate design ideas;
- Generate orthogonal drawings of modelled parts;
- Understand how to prepare an engineering report; and
- Working Projects such as creating a Mousetrap dragster to demonstrate principles of force and motion.

Semester 2: Building Structures

In this unit, students will:

- Learn about aerodynamic and structural fundamentals;
- Work on projects, such as creating a bottle rocket, to demonstrate principles of aerodynamics and structural forces and creating models of bridges and planes by using engineering principles;
- Investigate advanced manufacturing technologies; and
- Use 3D printers, CNC routers, laser cutters, robotics systems, and sensors.



Year 9 Japanese

Semester 1

In this unit, students will:

- Talk about their daily activities, including invitations and transport;
- Ask and tell the time;
- Ask where something/someone is, and state a location they will do an activity;
- Describe what something is like; and
- Use negative tense; and superlatives.

Students should have a comprehensive understanding of the Hiragana and Katakana scripts and throughout the semester will learn approximately 20 Kanji.

Semester 2

In this unit, students will:

- Conjugate using different adjective types;
- Ask what someone would like or not like to do;
- Ask “why” and respond;
- Ask about the weather in present, past and future tense;
- Talk about specific times;
- Learn different text types;
- The similarities and differences between school life in Japan and Australia; and
- Appreciate cultural differences such as attitude toward seasonal transitions.

Students will learn 25 new Kanji.



Year 9 Media Arts

Semester 1: People This unit focuses on how ideas, identity, and values are expressed through art.

Through the exploration of people, places, portraits, and identity, students will enhance their understanding of how historical and contemporary artists realize their ideas using diverse practices, processes, and viewpoints. In this unit, students will:

- Develop an understanding of the artistic techniques and approaches used across different historical and cultural contexts;
- Create a range of artworks using traditional and contemporary media, including drawing, painting, printmaking, and ceramics;
- Maintain a Visual Arts Process Diary. This diary will serve as a tool for experimentation with different techniques and for recording and refining art-making processes; and
- Undertake in-class excursions to galleries and art events will complement the curriculum, providing students with direct exposure to artworks and enhancing their learning through real-world experiences.

Semester 2: Nature This unit explores the intricate relationship between nature, the environment, and artistic expression.

Students will investigate how art reflects, influences, and confronts ecological themes and issues through the study of landscape, environmental, and ephemeral art. In this unit, students will:

- Understand the impact of nature and the environment on artistic expression;
- Employ a variety of media, styles, and techniques to create a series of works that explore and represent environmental themes;
- Maintain a Visual Arts Process Diary, this diary will serve as a critical tool for students to document their artistic processes; and
- Undertake excursions to various sites significant for art making and viewing. Year 9 Music

Elective Music is a space to engage in playing, performing and composing, in collaboration with other musicians. Each unit will explore the purpose and nature of music in different contexts and forms, with enough flexibility for you to choose the repertoire and styles that interest you. You will research and explore various musical styles, develop original compositions and arrangements and hone your musicianship through live performances.



Year 9 Music

Music for Stage.

Students will explore the historical and social aspects of musical theatre through practical tasks and listening and responding activities. Key theoretical concepts will be connected to musical examples, creating a more in-depth understanding of musical theatre.

Genre and Form

Students will examine at the key characteristics of music genres and forms traditionally found in jazz, classical and contemporary styles. They will compose and perform music within these structures and reflect on how these have evolved over time.

Program Music

Students will learn about program music from Romantic Music onwards. The focus will be on how we can create music that tells a story or depicts a narrative, often through instrumental music. Students will explore how music is used for dramatic impact and as a tool to expressive emotion.

Themes and Variations

Students will explore the way musical themes can be adapted and developed in music through arrangements across a range of musical styles, from Western art music to and pop music tunes. Students will learn to analyse, compose and perform variations, exploring how changes in melody, harmony and rhythm affect the overall sound and meaning of the music.



Year 9 Philosophy

Philosophy is sometimes described as ‘thinking about thinking’. It is a form of inquiry that connects with all other learning areas. We think about issues of all kinds, including what it is to live well and what it is to be a good person. Philosophy seeks to develop the critical, creative, and higher-order thinking of all students.

Semester 1: I Think, Therefore I Am

Descartes’ famous statement challenges students to think about their own thinking, their mind, and the basis on which they understand the world around them. Students consider the degree to which we can know anything. Is our knowledge real? Is it true?

Students engage with Plato’s allegory of the Cave which prompts them to think about these and other important questions. In so doing, students will evaluate fake news, political rhetoric, and the nature of our consciousness.

Semester 2: What is Right and What is Wrong?

In prompting students to think about the best way to live, we will consider questions of ethics and various ethical frameworks, such as virtue ethics, natural law, deontology, and consequentialism. In engaging with the famous ‘trolley problem’, students are asked to consider what really matters. They may question the role of law in society and engage with Gandhi’s ideas of civil disobedience. Similarly, in delving into the ethics of war, students may attempt to answer the question ‘is acting morally a necessity?’.



Year 9 Spanish

Semester 1

In this unit, students will learn about:

- Numbers, money, prices;
- Different countries;
- Different means of transport;
- Say what you are going to do, say what you can and can't do;
- Describe a town or region;
- Read and write holiday postcards;
- Describe your school;
- Talk about the school day;
- Describe how you travel to school;
- Talk about morning and evening routines;
- Give opinions about school subjects;
- Introduce people; and
- Talk about what you have done recently.

Semester 2

In this unit, students will learn about:

- Buy drinks and snacks;
- Discuss what to eat and drink;
- Order a meal in a restaurant;
- Describe a meal;
- Talk about a travel plan;
- Understand signs at the station;
- Buy a train ticket;
- Understand travel information;
- Travel by air, land, and sea;
- Discuss clothes and what to wear;
- Describe people's appearance;
- Talk about parts of the body; and
- Say how you feel and what hurts.



Year 9 Textiles Technology

Semester 1: Fibres to Fabrics

This unit introduces students to various aspects of fibre and fabric production and how they are used in the textile industry. In particular, students will learn how to use both knit and woven fabrics and how the properties of these fabrics and various fibres impact on the end product. In this unit, students will;

- Investigate, experiment, design and construct their own textile products and garments;
- Use a range of tools and sewing machines to create a high-quality product;
- Compare the use of knit and woven fabrics in garment construction;
- Become familiar with the use of commercial garment patterns to construction textile products;
- Apply colouration techniques using dyeing and printing processes to personalize their products; and
- Explore design thinking skills used to produce highly creative and innovative textiles products, which will be documented in a design folio.

Semester 2: Fabric Design

This unit explores the cultural influence on textile design. Through the study of cultures, students gain an understanding and appreciation of cultural and ethnic diversity. In this unit, students will:

- Investigate, experiment, design and construct their own textile products inspired by cultural influences;
- Experiment with other forms of fabric embellishments used in the textiles industry;
- Create textiles products such as fashion bag, decorative doorstep, and a garment of their choice, using complex construction techniques and innovative design ideas; and
- Explore ways to document the design process such as using a storyboard or digital platforms such as WIX, Canva or Publisher.



Year 9 Visual Art

Semester 1: Still Image

Capture Your World: Digital Photography in Media Studies

Love taking photos or creating cool images on your phone? Want to level up your skills and learn how the pros do it? In this exciting Media Studies unit, you'll dive into the world of digital photography through fun, hands-on projects and real-world experiences.

You'll get to:

- Use real DSLR cameras and even your phone to take amazing photos
- Go on excursions to Canberra's galleries and top photo spots
- Take part in photography challenges and competitions
- Learn awesome techniques like action shots, slow-motion, and photo edits
- Create your own photo edits and composite images (think movie poster magic!)
- Explore Adobe Lightroom to organise, edit, and transform your photos
- Print your best shots and show off your style
- Discover how photographers tell stories and connect with their audience

Whether you're a future content creator, artist, or just want to have fun with a camera, this unit is packed with creativity, tech skills, and inspiration.

Lights. Camera. Create!

Semester 2: Animation

Animate Your Imagination: Dive into the World of Animation!

Ever wondered how your favourite cartoons and animated movies come to life? In this awesome Media Studies

unit, you'll explore the exciting world of **animation**—from classic cartoons to modern movie magic—and even create your own!

You'll get to:

- Discover how animation is used around the world to entertain, educate, and inspire
- Check out cool animation styles from past to present—old-school and cutting edge!
- Learn the art of stop-motion animation using clay, toys, drawings, and more
- Create your own animated stories, complete with unique characters and creative worlds
- Watch and analyse famous animations to see how they make us laugh, think, or feel
- Work together with your classmates to bring your ideas to life

If you love art, storytelling, or just making things move, this is your chance to become an animator and unleash your creativity.

From sketch to screen—this is your animation adventure!



Year 9 Wood Technology

Students will revise basic working skills covered in the Introductory Trimester course in Year 7/8, with a strong focus on workshop safety and project management skills. This course is designed to further develop a student's understanding of the design process through the use of wood and other associated materials.

Semester 1: Working with Timber

In this unit, students will learn about:

- Timber preparation, marking, and cutting;
- The safe use of hand tools and workshop machinery;
- Basic timber construction techniques;
- The use of digital tools, such as the laser cutter; and
- Creating detailed design elements, which are documented in a design folio.

Semester 2: Creating with Timber

In this unit, students will learn about:

- Complex timber construction techniques to create items such as bedside table or a keepsake box;
- Develop a solution to a design brief; and
- Reflect and evaluate designed solutions.

Year 9: One Per Semester



Year 9 Commerce, Civics and Citizenship

Students will:

- develop their understanding of Australia's federal system of government and how it enables change.
- investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law.
- examine what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia.
- Understand the allocation of resources, and how businesses create and maintain competitive advantage.



Year 9 History

Students complete one semester of history in Year 9. The course consists of three units:

The Industrial Revolution and the Movement of Peoples (1750-1900)

- The social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution
- The changing population movements and settlement patterns during the period 1750-1900
- The ideas that emerged and influenced change in society e.g. nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism

Making and Transforming the Australian Nation (1750-1914)

- Causes and effects of European imperial expansion and the movement of peoples
- Different experiences and perspectives of colonisers, settlers and Aboriginal Australians and the impact of these experiences on Australian society's ideas, beliefs and values
- Key social, cultural, economic and political changes and their significance in the development of Australian society

The First World War (1914-1918)

- The causes of the First World War and the reasons why Australians enlisted to fight
- The places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East
- The effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships to the British Empire and the experiences of returned soldiers

Year 10: Year-long and Semester-based Subjects



Year 10 English

The students will study narrative forms through:

- A comparative study of short texts; and
- A novel study.

The students will study dramatic and poetic forms through:

- Shakespeare's Macbeth: and
- Poetry from the 16th Century to 21st Century.

Students will complete the following assessment:

- At least one creative response;
- An oral presentation;
- An analytical essay on a novel;
- An analytical comparison of short texts;
- A literary essay on Macbeth; and
- An analytical task on poetry.



Year 10 Health and Physical Education

The Year 10 curriculum focuses on refining strategies for maintaining a positive outlook, evaluating behavioral expectations, and applying health and physical activity information to create personalized health plans. Students explore how participation in physical activity and sport influences individual identities and shapes cultures, learning specialized movement skills and strategies to improve performance. The curriculum also emphasizes leadership, teamwork, and collaboration in various physical activities, while promoting the development of preventive health practices to enhance community wellbeing.

Health and Physical Education Program Overview:

Health:

- Individual and Community Health – Focused on mental health and wellbeing, students will explore health and physical activity information and services.
- First Aid – students will explore common medical conditions that may require first aid and practise a range of procedures and supports. This is done in conjunction with Royal Life Saving where students can obtain a First Aid certificate.

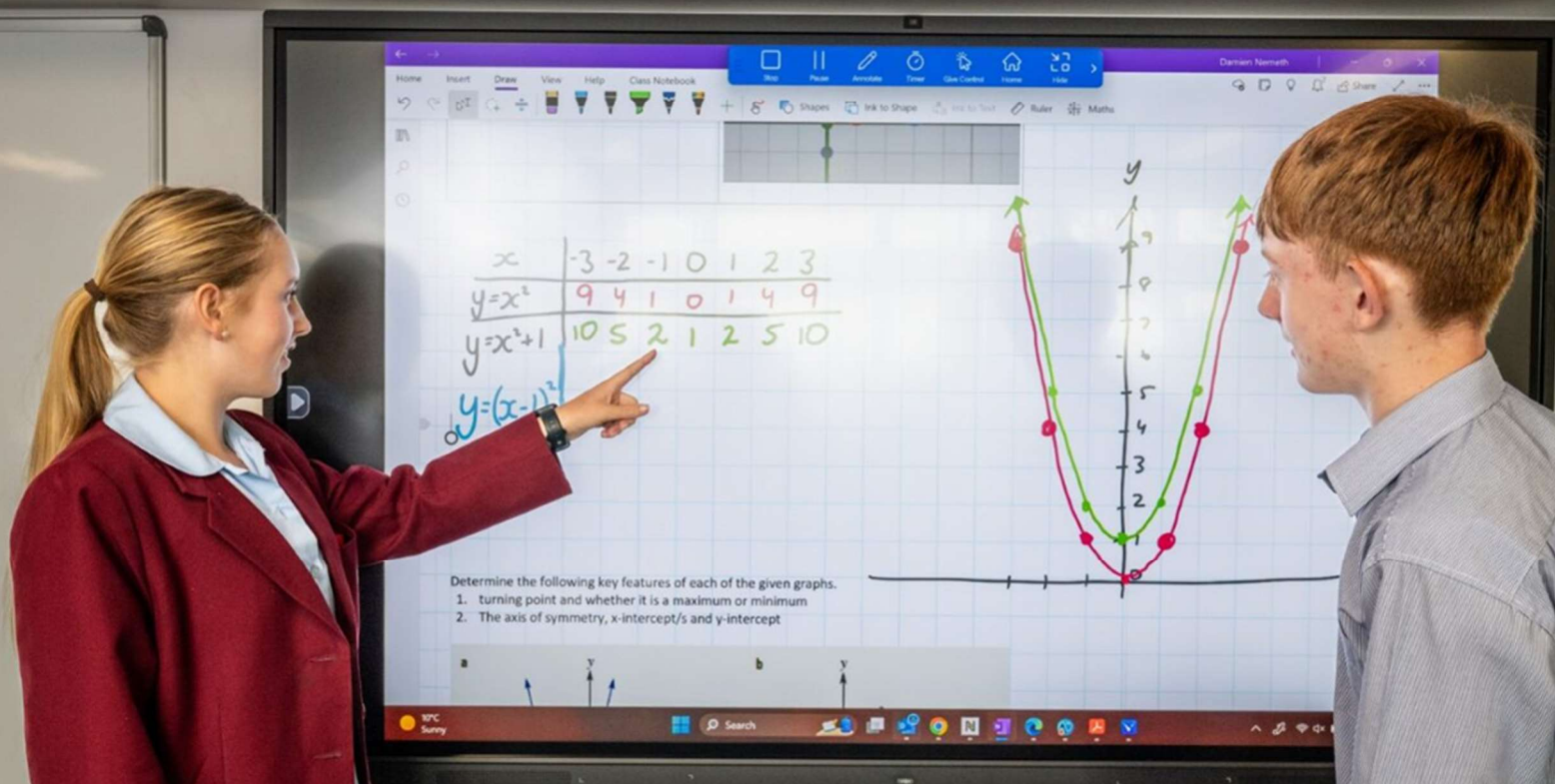
Physical Education:

In year 10, students will undertake the following units:

- | | | |
|-----------------------------|-------------------------|--------------------------|
| ■ Challenge and Adventure | ■ Volleyball | ■ Football Codes |
| ■ Strength and Conditioning | ■ Cultural/World Sports | ■ Leisure and Recreation |

Health and Physical Education Enrichment Program - Excursions/Incursions

Targeted excursions and incursions enhance teaching and learning by providing broader exposure to the contemporary HPE curriculum. These programs enable students to enrich their learning and social skills in specialized settings, while being flexible enough to address individual interests and logistical constraints. Costs for the excursions and incursions are typically covered by the year levy.



Year 10 Mathematics: 10 Hybrid and 10 Core

The Australian Mathematics Curriculum Frameworks are based around the six broad content strands: Number, Algebra, Measurement, Space, Statistics and Probability.

There are two mathematics courses in Year 10: 10 Hybrid and 10 Core Mathematics. The 10 Core course incorporate the topics from the Australian Curriculum 10 framework. The Hybrid course incorporates these topics and the 10A (Advanced) topics. The content taught in Year 10 is supported by Cambridge Essential Mathematics 10 textbook and Mathspace. Assessment is based on the achievement standards, designed for students to demonstrate their understanding and identify opportunities for growth.

Semester 1

In this unit, students will learn about:

- Algebra;
- Equations and Linear relationships; and
- Quadratic expressions and Equations.

10A Only – students will learn about:

- Surds;
- Circle; and
- Geometry.

Semester 2

In this unit, students will learn about:

- Indices and Exponentials; and
- Measurement

10A Only – students will learn about:

- Logarithms;
- Polynomials;
- Unit Circle; and
- Trigonometry.



Year 10 Religious and Values Education

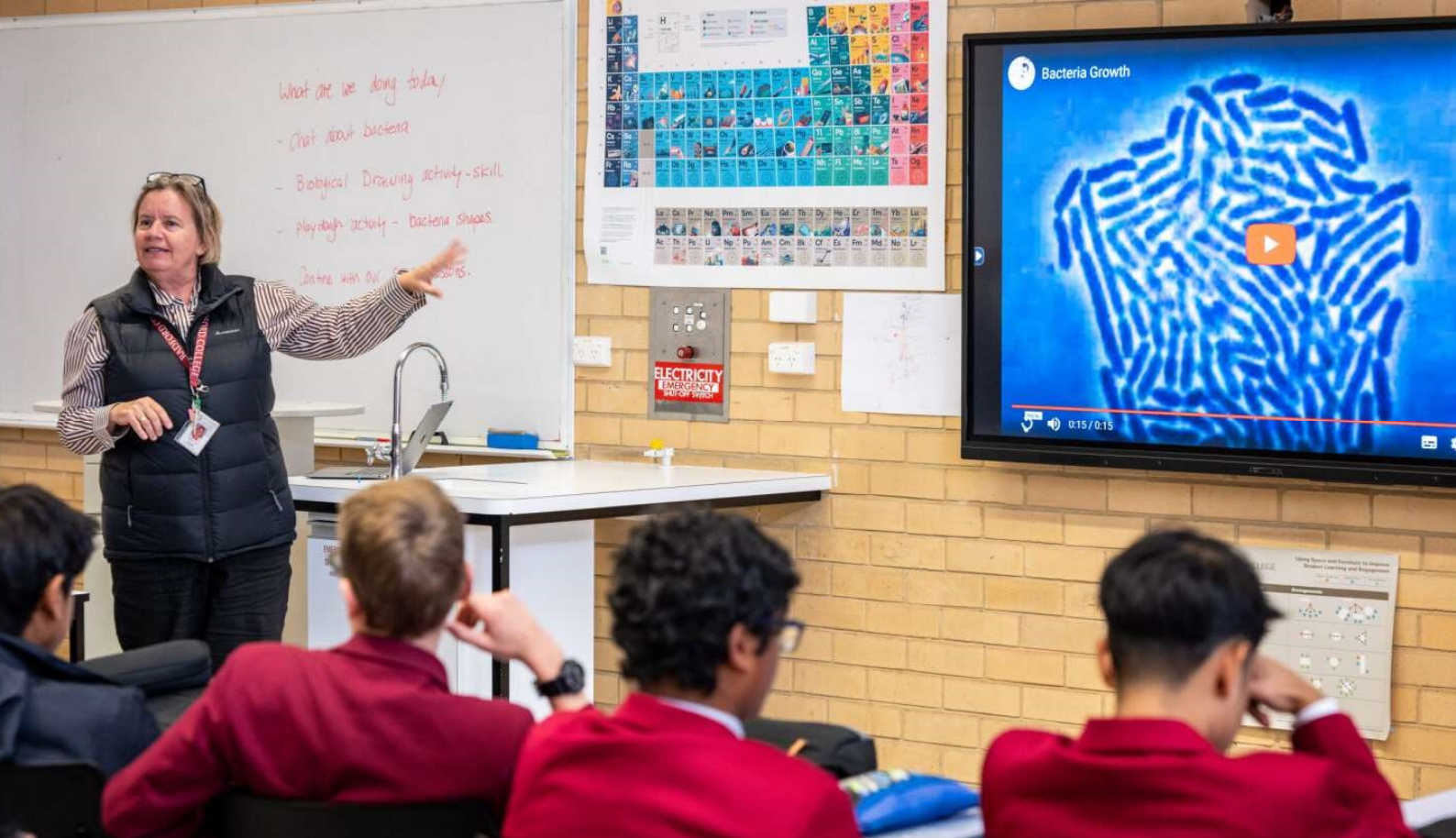
Religious and Values Education (RaVE) provides a space for students to contemplate the College's values of truth, compassion and wisdom, and is delivered in a way which makes it accessible to all students.

In Semester 1, students

- Reflect on personal and national values
- Consider the significance of values to people's lived experience
- Engage with the perspectives of others
- Explore connections between values and ethics

In Semester 2, students

- understand the impact Christianity has had on popular culture, social justice, and western thought
- develop the ability to argue whether Christianity has had a positive and/or negative impact on Western culture as a whole
- Explore the concept of pilgrimage in their own lives and in popular culture



Year 10 Science

The Science curriculum at Radford School spans two-year and integrates three strands: Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding. Teachers plan lessons based on achievement standards and relevant content for each year to ensure comprehensive coverage. The curriculum content is interrelated and taught in an integrated manner, with the Science Department determining the specific order and detail of the teaching programs.

In Year 10, students explore systems at different scales, connecting microscopic and macroscopic properties to explain phenomena. They study biological, chemical, geological, and physical evidence for theories like natural selection and the Big Bang. They enhance their understanding of atomic theory and its relationship to the periodic table, learn about the connection between motion and forces through physical laws, and explore relationships within the living, physical, and chemical worlds. This knowledge helps them predict how changes affect equilibrium in various systems on both local and global scales.

The topics covered in year 10 include:

- Transmission of heritable characteristics involves DNA and genes;
- Evolution by natural selection explains the diversity of living things, supported by scientific evidence;
- Atomic structure and element properties are organized in the Periodic Table;
- Different chemical reactions produce various products and occur at different rates;
- The universe includes galaxies, stars, and solar systems; the Big Bang theory explains its origin;
- Global systems, including the carbon cycle, involve interactions among the biosphere, lithosphere, hydrosphere, and atmosphere;
- Energy conservation is explained through energy transfers and transformations; and
- Object motion is described and predicted using the laws of physics.



Year 10 Skills Plus

Study Skills provides opportunities for successful learning and individual skill development. This includes the development of study skills, time management and organisational strategies to set the students up for success in their senior studies.

Knowledge: Topics that will be taught/investigated to gain this knowledge an understanding these skills:

- Balancing academic commitments with personal and co-curricular goals;
- Prioritising and preparing for busy assessment periods;
- Procrastination and improving focus;
- Strategies to prepare and study for exams; and
- How to plan for and effectively use independent study time in preparation for flexible periods in Year 11 & 12.



Year 10 Study Skills

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- Prioritising and preparing for busy assessment periods;
- Procrastination and improving focus;
- Strategies to prepare and study for exams; and
- How to plan for and effectively use independent study time in preparation for flexible periods in Year 11 & 12.

Year 10: Elective Subjects



Year 10 Chinese

Year 10 students studying Chinese have the opportunity to participate in Radford's Exchange Program with our sister school in China. Students will host a student from China and in return be hosted by our sister school during our Chinese Study Tour.

Semester 1

In this unit, students will learn about:

- Money and prices;
- Food/drinks/clothing;
- Rooms and furniture;
- Neighbourhood: locations and directions; and
- Relatives; and appearance.

Semester 2

In this unit, students will learn about:

- Seeing a doctor;
- Seasons;
- Occupations;
- Hobbies;
- School study and facilities; and
- Directions



Year 10 Dance

In Dance students will participate in a range of excursions, workshops, and activities to build their technical skill and choreographic knowledge across a range of styles. They will share their work with live audiences in a range of contexts. It is important to note that students are able to study Dance in Year 10 even if they have not taken this elective in Year 9.

Contemporary Dance: Time and Space

In this unit, students will explore site specific performance making. They will engage in workshops with professional artists to explore contemporary approaches to choreography. They will participate in excursions to local sites to generate choreographic responses. They will film and edit their work to share with a wide audience.

Dance Production

Students will bring together their knowledge and understanding of Dance to generate a Dance Project or Projects of their own choosing, this may be choreographing for Dance Fest, a College Production or work for or on a community event. Students will be responsible for all aspects of production including planning, researching target audience and relevant thematic content, liaising with other stakeholders (such as directors in the case of a college production) choreographing and performing. They will have opportunities to evaluate their work in the development phase and share their final work with a live audience.



Year 10 Digital Technology

This course is designed to enable students to become critical users of various technologies. Specific skills are learned but the focus is on students becoming self-motivated, independent lifelong learners. The course begins by outlining the foundational concepts of the computer and moves through coding and creating digital resources to practical applications of computing.

Semester 1: Technology for an Advancing Society

In this unit, students will learn about:

- Computers as mathematical machines and the fundamentals of computational thinking;
- Programming and how to apply programming patterns to create software to solve problems; and
- Digital Assets and how to use the design process to create and manipulate 2D and 3D digital assets.

Semester 2: Future Driven Technology

In this unit, students will learn about:

- The Internet and using the design process to make interactive websites;
- Data science - How to collect, manage, shape, and understand data sets; and
- App design - Using the design process to create apps to solve problems.



Year 10 Drama

Scripted Drama

In this unit students will have the opportunity to delve deeper into their exploration of drama by engaging with a range of scripted drama. Students will wear the hats of directors, actors, and designers as they learn to analyse and interpret scripts in a range of styles including Realism and Shakespearean Theatre and develop these to production standard. It is important to note that students are able to study Drama in Year 10 even if they have not taken this elective in Year 9.

They will work in collaboration with others to:

- learn about script analysis and interpretation in the roles of actors and directors;
- direct and perform scripted drama in the form of duologues and/or monologues;
- learn the technical skills of lighting and sound, set and costume design; and
- design and implement their own technical theatre project.

Performance and Production

In this unit students will have the opportunity to negotiate their own class project culminating in a major performance at the end of the year. Students will be required to bring together all of the knowledge, skills and understanding they have developed in their drama studies from Years 9 - 10 as they collaborate to direct, design, produce and perform their own major production.



Year 10 Food Technology

During this course, students will continue to investigate the role of food in our society, particularly in the food industry, and apply basic business principles such as marketing, packaging, research and development of new food products. The skills developed throughout this course include food preparation, food service as well as management skills which are transferrable into countless other workplaces and industries.

Semester 1: Food and Hospitality

This is an introductory unit which will give students some exposure to aspects of the hospitality industry including food preparation skills and food service techniques. Areas to be cover include:

- Food hygiene and safety in the commercial environment;
- Food service trends and development of café culture;
- Workflow structure, preparation, service;
- Menu design and constraints;
- Service etiquette and procedure;
- Preparation and service of non-alcoholic beverages; and
- Employment within the food service industry.

Semester 2: Product Development

Students will explore the development of innovative and new food products that aim to address the needs and wants of various target markets. The unit explores:

- Examining characteristics of new and innovative food products;
- Using the design process to develop new and innovative food products;
- Food packaging innovation including nutritional labelling and health claims;
- Marketing of food products including the role of market research and swot analysis; and

A range of practical tasks are conducted to demonstrate food preparation techniques, meal planning and presentation of food products, that simulate food service in the Hospitality industry. This course will provide an excellent platform to develop foundation skills which lead into the BSSS Hospitality course for senior students.



Year 10 French

Year 10 students studying French could participate in Radford's Exchange Program with our sister schools in France. Students will host a student from France and in return be hosted by the same students during our French Study Tour.

Semester 1

In this unit, students will learn about:

- Family life: describing friends, everyday life and daily routines;
- Weather and tourism;
- Travel and leisure opinions;
- Using the past, present and future tenses;
- Cinema and television; and
- School life, work experience, careers, and future plans.

Semester 2

In this unit, students will learn about:

- Further discussions in the past, present and future;
- Holidays: Booking accommodation, making plans;
- Wellbeing: healthy eating, fitness, asking for medical advice and making appointments;
- Environmental issues; and
- Watching a French film and following it with discussion.



Year 10 Graphics and Design

During this course students use technology, processes and production skills to communicate ideas using visual representations. Design thinking is used to produce designed solutions which meet identified needs or opportunities of individuals and regional and global communities.

Semester 1: Communication and Design

The unit explores the skills and understanding required to communicate design ideas. The specific skills and ideas learnt are:

- Lettering, typography, and line types;
- Orthographic and isometric drawing: visualisation form and shape;
- Linear perspective drawing: theory and methods of constructed architectural perspectives;
- Light, shade, and shadow, rendering techniques;
- Conceptual sketching: illustrating graphic methods for communicating and representing conceptual ideas
- 3d modelling: object-orientated approach to building design.

Semester 2: Design Portfolios

- Portfolio preparation, developing the layout, digital strategies, lines of interest, techniques for organising, structuring, and designing a portfolio;
- Architectural illustration: e.g., orthographic and isometric, perspective, diagramming and conceptual sketching, rendering, presentation formats;
- Environmental graphics: e.g., leisure, civic spaces, retail, dining;
- Engineering drawing: e.g., multiview, section and auxiliary views, 3-d modelling;
- Design drawing: drawing systems, diagramming, speculative drawing; and
- Product illustration.



Year 10 Industrial Technology

This course aims to provide students with an interdisciplinary understanding of STEM principles in the context of industrial technology. By integrating hands-on experiences, project-based learning, and real-world applications, students will develop critical thinking, problem-solving, and collaboration skills essential for success in both academic and professional pursuits in STEM-related fields.

Semester 1: Control Systems – Mechatronics

Through a blend of theory, practical experimentation, and project-based learning, students will develop critical thinking, problem-solving, and communication skills essential for future study in Engineering related areas. In this unit, students will;

- Investigate the role of mechatronics, robotics, and biomechanics to enhance human capabilities;
- Design and develop prototypes of simple machines such as a crane or bionic arm; and
- Develop critical thinking, problem-solving, and teamwork skills essential for success in STEM fields.

Semester 2: Alternative Energy

Students will understand renewable energy technologies and their role in addressing environmental challenges. In this unit, students will;

- Develop a comprehensive understanding of solar and wind energy systems and their potential to contribute to a sustainable future;
- Understand the benefits of sustainable energy solutions in their communities and the broad society; and
- Use the design process to create a solution to real world problems and develop functioning prototypes to demonstrate their understanding of this new technology.



Year 10 International Commerce

International Commerce studies the diversity and interdependence of economic, legal, and political systems in a global context. The subject aims to foster students who are active global citizens, who are well prepared for engagement in broader society, and who can make informed and independent decisions on current commercial and social issues. There is a focus on practical tasks, and students will be required to apply problem solving strategies and engage in a learning process that promotes inquiry, critical thinking, and creativity.

Semester 1: Engaging with Asia and International Trade

In this unit, students will:

- examine what it means for Australia to be part of the Asian region and consider the relationships between participants in the global economy.
- learn about different economic and political systems operating in the world and compare Australia's economic performance with other countries in Asia using indicators such as GDP, unemployment rates, and inflation.
- analyse the concept of global interdependence by investigating trade, debt, investment, and currency exchange between countries; and complete trade simulations.

Semester 2: Responding to Global Issues and Introduction to Personal Finance

In this unit, students will:

- evaluate the power and influence of multinational corporations and the media, state, and non-state actors.
- develop knowledge of international law and governance and examine Australia's role and responsibilities internationally.
- develop life skills to prepare for traveling overseas, borrowing money, and moving out of home.
- improve their personal finance skills by studying saving, budgeting and superannuation.

- Places in town and directions;
- Use informal language including onomatopoeia;
- Family life and free time activities/hobbies of young people;
- Sports heroes: modern and traditional sports in Japan, and
- Part-time work in Japan: occupations and job interviews.



Year 10 Media Arts

Semester 1: Moving Images 1 – Make Your Own Movie Magic!

Have you ever watched a movie and thought, “I could totally make that”? This unit is your chance to learn how!

You’ll dive into the exciting world of film and TV—how it entertains, influences, and even changes the way we see the world. Through hands-on activities, you’ll get to:

- Discover how films and shows shape what people think and believe
- Create your own short films using real film techniques
- Master camera tricks like angles, movement, and shot types
- Learn how sound and music make a scene epic (or scary!)
- Try out storyboarding, editing, and adding cool effects and transitions

If you’re into movies, YouTube, TikTok videos or just want to learn how to tell awesome stories through a camera—this one’s for you!

Semester 2: Moving Images 2 – Lights, Camera, Action... Again!

Ready to take your filmmaking skills to the next level? In this advanced unit, you’ll dig deeper into how movies tell powerful stories—and start making some of your own.

You’ll have more freedom to explore your own areas of interest while still learning how representations of identity, culture, and values are shown through film & television. You’ll have the opportunity to create media that speaks to real-world ideas. In this unit, you’ll:

- Build stronger storytelling skills with characters, themes, and meaning
- Make your own documentaries, short films, and even TV ads
- Learn advanced filming techniques with lighting, camera, and sound
- Step into the director’s chair and explore the style of famous filmmakers like Tim Burton and Wes Anderson.
- Collaborate with classmates to bring your big ideas to life on screen

Whether you want to be behind the camera, direct, or edit like a pro—this is your chance to tell stories that matter.



Year 10 Music

In Year 10 students will extend their technical and expressive skills in performance and explore music from a range of cultures and places. Students will learn to compose and arrange music as well as write their own songs and perform on instruments that best showcase their skills and talents. They will learn production skills to record their music and be given opportunities perform at school events such as assemblies and graduation.

Music with a Message

This unit explores the way music can communicate powerful messages. Students will examine music that has been used to express ideas of change within a culture or society, such as protest music and songs reflecting social commentary of the time.

Film Music

Students will look at the evolution of film music over the course of history, from silent films to contemporary films. Film scoring techniques will be explored and students will have the chance to compose their own film music. Students will look at the way film music is used in creative and imaginative ways to accompany and support a visual medium.

World Music

Students will explore music from around the world to broaden their knowledge and understanding of other musical traditions. Students will engage in creating and practical activities to learn about how other cultures approach various musical elements, such as rhythm, pitch and structure.

Australian Music

Students will look at music through an Australian lens, exploring the way that classical, jazz and pop and rock musicians have helped to shape and reflect our national identity.



Year 10 Philosophy

Students may continue Philosophy from Year 9 into Year 10 or may choose to change into Philosophy in Year 10.

In Year 10, we continue to pose a series of challenging questions, again encouraging students to develop their critical, creative, and higher-order thinking skills. Students will further develop their skills in formulating and responding to arguments.

Semester 1: Beauty, Sense, and Influence

Students will engage in some of the big questions associated with political philosophy and aesthetics. They will evaluate some of the ideas of major political philosophers such as Locke, Hobbes and Marx while considering the best way for governments to run.

They will then examine some concepts that help us understand beauty and the ethical responsibilities of art and artists.

Semester 2: Space, Time, and Divinity

Students will consider aspects of physics and metaphysics arising from a consideration of what the universe is and our place in it. Does alien life exist? What is relativity and how does it affect us?

Then we move on to a consideration of god or God, and the philosophical role (and need for?) religion.



Year 10 Spanish

Semester 1: Local and Global Perspectives

In this unit, students will learn about:

- Cities, towns and villages;
- Pros and Cons of city life vs country life;
- Directions and locations;
- Modes of transport;
- Shopping in Spain;
- Lost Property;
- Describing a trip to Cádiz and Seville;
- The festival of San Fermin;
- International travel; and
- Eating habits from the Spanish-speaking world

Semester 2: The World Beyond

In this unit, students will learn about:

- School life in greater detail;
- The school systems of Spanish-speaking countries;
- Further education and training;
- Future career plans;
- Communication and Technology at work and at school;
- Social Media;
- Careers and casual jobs; and
- Helping our environment.



Year 10 Textiles Technology

By looking at the way an individual or group of people dress at a particular time in history, students learn about the technological developments and social events which influence textiles and design. Students will investigate the correlation between fashion and social changes, and the role of fashion designers in communicating these trends through design features and fabric choice

Semester 1: History of Fashion

This unit introduces students to the factors that influence contemporary fashion and textile design from a historical viewpoint. In this unit, students will:

- Research historical fashion trends as a source of inspiration for fashion design;
- Create a modern, innovative garment based on these historical influences;
- Document the design process used to create a fashion garment using a design folio; and
- Explore complex garment construction techniques and new embellishment styles.

Semester 2: Future of Fashion

In this unit, students will:

- Investigate the current trends and technological developments within the fashion industry, including ethical work practices and use of technology in fashion design and production;
- Incorporate new technological materials to create a textile product of their choice;
- Explore ways to include wearable technology, laser cutting, 3D printing and sustainable work practices into their practical work; and
- Develop a design folio to document the design thinking process, using digital resources and other design tools.

As the final unit of this course, students are encouraged to draw upon their prior knowledge and practical skills developed in previous units. This unit will provide an excellent foundation for senior studies in any design-based subject including Design and Textiles.



Year 10 Visual Art

Semester 1: The World: Inner and Outer

This unit delves into the intersection of philosophy and psychology within visual art, examining how artists across time have responded to complex themes such as war and public memory. It emphasizes the exploration of materiality and media in expressing meaning and intention in art. In this unit, students will:

- Analyze how different artistic representations convey philosophical and psychological themes.
- Undertake hands-on experiments with various materials to understand their potential in art making.
- Complete in-depth research into the Surrealist movement, focusing on its ideas, techniques, and historical context.
- Explore themes such as dreams, fear, and imagination, through techniques like oil painting.
- Maintain a Visual Arts Process Diary throughout the course.

Semester 2: The New (Now and Beyond)

This unit immerses students in contemporary art practice, linking it to historical artwork and exploring a range of influential artists from Australia and around the globe. Students will gain an understanding of post-Modernist theory and the dynamics of contemporary art scenes. In this unit, students will:

- Develop an understanding of contemporary art practices and their roots in post-Modernist theory.
- Learn about various roles involved in producing an art exhibition, including artist, curator, art writer, art handler, installer, photographer, exhibition program manager, exhibition designer, and marketing.
- Application of the above roles through the planning and execution of a group exhibition.
- Students will create artworks that reflect their personal interests, styles, and techniques, preparing these works for display in a group exhibition.
- Maintain a Visual Arts Process Diary, allowing students to document their learning process, experiment with new techniques, and refine their art-making practices.



Year 10 Wood Technology

This course is designed to further develop a student's understanding of the design process through the use of wood and other associated materials. Students learn the importance of creating a safe working environment and the correct use of tools and equipment, while working in a collaborative space.

Semester 1: Designing with Timber

Students are encouraged to experiment with advanced methods of construction and unique timber types to create high quality timber products. This includes working with industry-standard tools and machinery. In this unit, students will:

- Use advanced construction techniques to construct an Adirondack chair and design an accompanying foot stool to compliment the iconic chair;
- Use digital design tools such as laser cutting machine and CNC router to personalize timber products; and
- Refine their design thinking skills to create an informative design folio which documents the steps in the design process and evaluate the end product.

Semester 2: Innovating with Timber

Students extend their existing design and practical skills to construct a complex timber item, using fine timber and precise construction techniques. The design process is documented using a design folio which reinforces the importance of research and project management skills. In this unit, students will:

- Explore manufacturing processes used extensively in the timber and construction industry;
- Investigate the impact on designed solutions on global futures and the sustainability of the timber industry;
- Record and reflect on the process of designing and making and present their findings in a design folio; and
- Create a hand-crafted ukulele with stand, using complex construction techniques and high-quality finishing methods.

Year 10: One Per Semester



Year 10 Geography

Students study how the interactions of people and environmental processes, at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time.

There are two units of study in the Year 10 curriculum for Geography:

Environmental change and management:

In this unit, students will:

- Examine a specific type of environment and environmental change in Australia (for example urban development in Eurobodalla, NSW South Coast); and
- Examine the human-induced changes that challenge the sustainability of places and environments.

Geographies of human well-being:

In this unit, students will:

- Focus on investigating global, national, and local differences in human well-being between places; and
- Explore programs designed to reduce the gap between differences in wellbeing using studies drawn from Australia, and across the world, for example the Sustainable Development Goals.



Year 10 History

Students complete one semester of history in Year 10. The course consists of two units:

Second World War

- The causes, outbreak and course of the Second World War and the significance of Australian involvement
- The significant events and turning points of the Second World War including the Holocaust and the use of the atomic bomb
- The effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian Home Front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls

Building Modern Australia

- the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations
- the effects of significant post-Second World War world events, ideas and developments on Australian society
- the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women

