



THOMAS CARR
COLLEGE
TARNEIT EST.1997

iD9 CURRICULUM INFORMATION



RATIONALE

In recent years, a large body of research has been conducted into the ways in which schools create successful learning environments for year nine students. The research was prompted by schools themselves who noted that at year nine, students were disengaged, absent more often, more likely to engage in risk-taking behaviour, challenged authority and disconnected from the learning environment. It was found that when schools did not address what was happening to students at this level, students were less successful and less likely to complete their formal education.

Year Nine students experience enormous emotional, physical, social and intellectual changes as they transition from childhood to adulthood. This period of transition is often characterised by students' growing sense of independence from both parents and teachers while at the same time developing more supportive relationships among their peers. The adolescent needs to find expression in the diversity of experience and will occasionally need to learn from their mistakes as they progress towards adulthood.

The uniqueness of the year nine student also translates to his or her learning needs. Recent studies have highlighted that traditional curriculum delivery does not meet the needs of these students, nor does it engage them sufficiently to be able to re-engage them in the senior school years. In well-documented brain research, the period of adolescence is vital for developing that part of the brain that controls impulsive behaviour, calm emotions, reasoning (i.e. consequences to actions) and decision-making. It is during this developmental period of the brain that the adolescent is more likely to engage in risk-taking behaviours.

As a school, we have a responsibility to sustain student motivation and improving skills in students and teachers. It is with this aim in mind, that the College is shaping a program that will engage students and equip them with new skills that will help shape their adult selves.

The program aims to develop students who:

- Are independent, self-aware learners who set goals, reflect and evaluate their own progress
- Are confident to take risks with, and responsibility for their own learning
- Pose critical questions about their world and can use traditional online and community resources to develop responses
- Work co-operatively to complete a variety of tasks with teams of peers
- Are socially aware, ethical and caring global citizens
- Are connected to fellow students, staff and The College and see themselves as members of a learning community

CURRICULUM

Overview and Timetable

Where possible all periods will be doubles. Homerooms will be gender based (i.e. 4 x girls and 4 x boys). The rationale for this includes:

- Better facilitate arrangements at the Good Samaritan Campus
- Better facilitate arraignments for City Experience
- Minimise disruption at Thomas Carr College – Tarneit Campus when groups are at the Good Samaritan Campus

Subjects will be timetabled with at least two homerooms being blocked at the same time. This provides the option for mixed gender homerooms to be combined and team teaching to take place. Forming single gender groups supports a means of further improving of educational growth of boys and girls. This option is proving to be an exciting alternative of improving academic performance and for creating classrooms that are more boy-girl friendly. At the classroom level, single gender instruction offers specific gender friendly opportunities for enhancing learning by directly addressing many of the challenges and stressors in boys' and girls' educational and personal lives.

Communication: English and Humanities

This is an integrated English and Humanities curriculum that is progressive, experiential and explicit in its teaching of concepts and skills using an integrative and inquiry approach.

The aim of *Communication* is to appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, and develop an understanding of human societies and environments, people and their cultures in the past and the present.

Investigation: Maths and Science

The Maths and Science components of *Investigation* will be taught by one teacher and where topic outcomes overlap the subject content will be taught as one component.

Personal Development

These sessions will include in depth discussions on such topics as personal identity, body image, mental health, sexuality and the life cycle, positive and negative relationships, cyber safety, risk taking and health and illness in Australia. These sessions will be highly interactive, hands on, and provide a variety of assessment tasks and group based activities.

Religious Education

Religious Education at Thomas Carr College aims to support our students in their development as self-aware, responsible, resilient young adults, looking to Jesus Christ as a role model. It will allow the students to reflect on their own journey, their connection to others in their local community and the impact they can have on the wider world, particularly as they transition from adolescence to adulthood.

Physical Education

Student will be exploring a range of sports, enhancing fundamental motor skills and extending their knowledge and awareness of game sense. A main emphasis for students in Year 9 is to encourage participation in physical activity and to provide the opportunity to nurture valuable skills in leadership, team work, commitment, discipline and sportsmanship.

ACS

Thomas Carr College is a member of the Association of Co-Education Schools (ACS). The objectives of the ACS are that maximum participation is achieved, that opportunities to learn new sports exist and that the positive benefits of sports are taken into everyday life. Year 9 student will continue to participate in ACS.

ELECTIVES

Students will have a choice in selecting one *Enrichment Elective* and one *Challenge Elective* each Semester. Students will be given the opportunity to choose electives that not only spark an interest but also provide an opportunity to challenge and motivate.

Enrichment Electives

Enrichment is a diverse and differentiated program aimed to promote skill acquisition as well as to meet students' learning needs within a framework which accommodates for their intellectual, emotional, physical and social needs.

The aim of *Enrichment* is to enhance and broaden students' knowledge and skills before specialisation occurs at later year levels. Through active participation in student-centred lessons students are encouraged to select subjects on the basis of enrichment, breadth and possible career interests. Students are required to select one *Enrichment* elective each Semester from the following:

Elective Name:	Studio Arts Practices – Photography
Aim:	For students to develop the knowledge that will form the basis for the production of a photographic folio. In developing the photographic process, the student will investigate subject matter, techniques, inspiration and aesthetic qualities. Students explore, clarify and consolidate aims and ideas. They learn to explore, develop and refine techniques and aesthetic qualities.
Subject Overview:	This subject would predominantly explore the practical skills associated with learning how to use both Analogue SLR cameras and DSLR cameras. Students would be introduced to the world of analogue photography from health & safety to technically sound darkroom print work. Students will be taught traditional black & white procedures as well as introduced to the modern method of Digital SLR and computer manipulation via technology. This subject is ideal for those wanting to complete further studies in VCE Studio Arts, Art and Media.

Elective Name:	Art Forms
Aim:	Develop a range of skills and techniques in 2D and 3D art forms, styles, media, materials and technologies. Make art works which reflect personal ideas, interests and an understanding of themselves. Understand how artworks reflect the values, beliefs and traditions of their own and other cultures. Analyse, interpret and respond to artworks, ideas and concepts.
Subject Overview:	Students develop skills in diverse number of 3D and 2D Arts practices. Folio tasks will cover a range of activities in the areas of drawing, painting, printmaking, ceramics and sculpture. Through an exploration of a range of media and materials students will develop their ideas, skills and techniques as art practitioners. Students will also investigate and analyse contemporary and historical art works in relation to arts practices and meaning. This subject is ideal for those wanting to complete further studies in VCE Art and Studio Arts.

Elective Name:	Drama
Aim:	In choosing drama, students develop skills in their chosen art form.
Subject Overview:	Students collaborate to create a multi-disciplinary performance around a social justice theme. Semester One students will present their performance for the Catholic Education Office Student Wellbeing Festival at the Clocktower Theatre, Moonee Ponds. Those students undertaking the course in Semester Two will present their elective in a community context, such as a primary school or a centre for health or culture. Students develop skills in diverse areas including acting, directing, devising and stagecraft. This course allows students to specialise in Drama from Year 10 to VCE.

Elective Name:	Character Design
Aim:	Develop and apply drawing skills using a range of techniques. Apply a design process to create visual communications. Develop a range of skills in applying media, materials and manual and digital methods in the creation of their visual communication. Understanding of design elements and design principles. Analyse visual communications and gain an understanding of how historical, social and contemporary factors can influence designers and their own practice.
Subject Overview:	Students will design their own Game Character, Environment and Character Card. The students will use the design process to research, visualise and develop a game character and explore perspective drawing systems in the design and creation of the character's environment. Final designs will be presented in the form of a 3D Model and a Character Card displaying the character in its environment, character blurb and attributes. The students will use manual and digital methods to create the final presentations. This subject is ideal for those wanting to complete further studies in VCE Visual Communication Design, Studio Arts and Information Technology.

Elective Name:	Human Body
Aim:	Students to develop an understanding of various functions and parts of the human body.
Subject Overview:	<p>Students will explain the structure and function of cells and how different cells work together, allowing them to develop an understanding of the human body as composed of different cells and tissues working together. Students will discover the specific function of various tissue types, organs and systems. They will explore how scientific work has led to the discovery of new knowledge and understanding about medicine, technology and the human body.</p> <p>This elective will allow students to develop a range of skills in different areas, from making systematic observations to interpreting data and using appropriate diagrams and symbols when reporting on investigations. Students will identify, analyse and ask questions in relation to scientific ideas or issues of interest. They will also identify and synthesise relevant information, use appropriate strategies of reasoning and analysis to evaluate evidence and consider different points of view.</p>

Elective Name:	Product Design Technology (Wood, Metal, Plastic)
Aim:	The aim of the course is to introduce students to the study of wood, metal and plastic and develop their knowledge and skills level.
Subject Overview:	<p>This unit is designed for students to work with wood, metal and plastic and develop their knowledge and skill level. During the design process they will clarify their understanding of design brief requirements and use a variety of drawing and modelling techniques to visualise design ideas and concepts using CAD (Computer Aided Design/Drafting). Students will develop their understanding of design elements and principles and use appropriate technical language. They will work safely with a range of tools and equipment, including some which are complex, to produce a range of products. Students will be able to suggest modifications to improve their products in light of evaluation of their function and appearance.</p>

Elective Name:	Fashion Design & Construction
Aim:	Fostering deep learning about the place of design in the world. Illustrate the application of design elements and principles. Enhance the presentation of ideas. Further implementation challenging practical skills.
Subject Overview:	<p>Students are introduced to the fashion design process to construct a garment. Through <i>investigating and designing</i> students identify ideas, problems & needs incorporating design skills through fashion illustration techniques to realise their design ideas. There is a great focus on fostering deep learning about the place of design in the world, illustrate the application of design elements and principles, enhance the presentation of ideas and to further implement challenging practical skills. <i>Producing</i> allows students to construct their garment with the appropriate materials selection, safe use of equipment and technical skills to carry out processes to produce a quality garment. <i>Analysing and evaluating</i> compares the outcomes of design and production activities with earlier design work and planned intentions.</p>

Elective Name:	Languages – Indonesian
Aim:	In Year 9, the Indonesian course focuses on language which will prepare students for ordering a meal at an Indonesian restaurant. Students also explore Indonesian ingredients in preparation for the Regional Dish Cooking Competition
Subject Overview:	<p>Topics covered include:</p> <ul style="list-style-type: none"> • Getting to know the main foods, dishes and drinks • Food cart sellers and popular street foods • Cultural shock - dining etiquette, spices • Restaurant Role Play - asking for advice, discussing menu items, ordering and paying • My Kitchen Rules - best regional dish cooking competition. In pairs students research key regional recipes which they prepare for judging using authentic Indonesian ingredients

Elective Name:	Languages – Italian
Aim:	To allow students the opportunity to become more culturally literate by focusing on modern pop-culture of Italy and its influence around the world. To equip students with practical skills in order to engage in conversation with peers, teachers and the Italian community. To prepare students for a future trip to Italy by covering topics such as weather, transport, directions and ordering in restaurants. To offer students a pathway between Middle School Italian and Senior School Italian.
Subject Overview:	This is an interactive practical and fun-loving unit designed to give our multicultural Australian students an authentic learning experience of the life of a typical Italian teenager. Exploring the music, film and TV preferences of Italian teenagers. Discussing an average day at school including transports and grades. Introducing yourself in formal and informal situations such as job interviews for part-time jobs. Talking about your future plans after school with focus on Italian university and career choices. Discussing and organising weekend and holiday plans. Using directions to get around to popular tourist destinations such as museums, train stations and shopping centres with focus on public transport. Comparing life for young people in modern Italian cities and regional towns. Utilising language to dine in Italian cafés on Lygon Street.

Elective Name:	The World Around Us
Aim:	Students will work towards an understanding of the media landscape of the 21 st century
Subject Overview:	What are its characteristics, the forces that are shaping it, and where it is heading? Considering the impact of design and technology on the way we communicate and the shift from mass to 'multimodal', personal media, students will explore topics including: news, journalism and current affairs; entertainment; audience and authorship; reality vs representation; advertising; and politics. They will develop practical skills in audio visual production, scripting and storyboarding, image manipulation, persuasive writing. The production of a short film/documentary centred on an aspect of the modern media will enable students to demonstrate the above skills. Broadly, the subject aims to enhance students' media and critical literacy and help them become less like Plato's 'prisoners in the cave' chained to the wall and more like his 'reflective philosophers' who can effectively discern shadows from reality.

Challenge Electives

Challenge is a project based program incorporating skills of creative expression. Students are asked to select from a myriad of interest-based activities and through experiential learning develop a knowledge culture, work collaboratively on projects and place value on communication, in terms of both contents and process. Students ultimately present their findings to a wider audience. Students are required to select one *Challenge* elective each Semester from the following:

Elective Name:	Electronics and Plastics in Design
Aim:	The aim of the course is to introduce Year 9 students to the study of Basic Electronic theory and the investigation of Thermos and Thermosetting Plastics within a Product Design context.
Subject Overview:	It is proposed that students will undertake foundation studies in Electronics and Plastics. The course would consist of a number of practical exercises investigating basic electronic principles culminating in the construction of a significant electronics project. Following on from this unit of study students would consider the properties and characteristics of plastics and in so doing engage in the manufacture of a number of plastic structures. Students will then follow simple Product Design principles combining the two units of study in the design and construction of a device that incorporates aspects of both areas.

Elective Name:	Game On
Aim:	To provide students with an understanding of the process used to create and test computer games.
Subject Overview:	Computer games are everywhere. But how did they develop? How do they run? From the basic platform game Pong to ultra-realistic multiplayer action games, students will investigate the history of computer games and gaming consoles. Students will develop an understanding of coding languages such as Logo, GML and Action Script, which they will use to design and produce a series of games. They will also have the opportunity to review and evaluate games that other students have created.

Elective Name:	T Store – Branding
Aim:	Develop and apply drawing skills using a range of techniques. Apply a design process to create visual communications. Develop a range of skills in applying media, materials and manual and digital methods in the creation of their visual communication. Understanding of design elements and design principles. Apply marketing strategies in the promotion of their brand.
Subject Overview:	T Shirts can be the most dominant form of personal expression. Students will have the opportunity to create their own unique personal brand through a T shirt design and matching packaging. Students will use the design process to research and design their products and use the adobe creative suite to develop and produce the final printable transfers for T shirts and packaging/bag. As a group, students will organise a T Store to sell off their printed T Shirt designs and packaging/ bags for a nominated charity.

Elective Name:	Music
Aim:	Students will perform a variety of rock songs in an ensemble and gain an appreciation and knowledge of rock music and stagecraft.
Subject Overview:	<p>Students will learn contemporary rock songs and will play and perform with a variety of instruments. They will participate in large and small group ensembles. Groups would consist of electric guitar, bass, keyboard, drums and vocals. Students would learn basic musicianship skills such as how to read music notation, chord symbols, progressions as well as an introduction to ensemble singing and playing, as well as the elements of stage craft. They will learn rhythm patterns, chord charts and melodic lines. Students will form their own rock bands and record contemporary songs of their own choice e.g. Pop, Rock, Metal, Reggae, and Soul. Students will also learn riffs and hooks on keyboard and guitar. Students will use industry standard recording software. Workshops will focus on learning:</p> <ul style="list-style-type: none"> • Electric bass and guitar • Keyboard • Drum kit <p>Students would have the opportunity to organise performances at school events such as Thomas Carr Day and Battle of the Bands. Students will also learn about the history of rock music and a variety of styles and different rock groups.</p>

Elective Name:	Bush Tucker/Food for the Outdoors
Aim:	To equip students with the practical skills needed to cook indigenous foods using simple ingredients. To give students to practical skills required to investigate, design, produce and evaluate suitable foods for the outdoors with minimal ingredients and equipment. To equip students with the knowledge and skills of applying environmentally friendly packaging techniques to transport foods suitable for the outdoors.
Subject Overview:	Students will be given the opportunity to explore indigenous cuisine using ingredients such as bush tomato, wattle seed, lemon myrtle as well as kangaroo and barramundi in contemporary recipes. They will be challenged to investigate recipes which are suited for cooking and eating outdoors such as camping, trekking and or hiking. Finally, students will be taught about using resources that are environmentally sustainable in food preparation and processing. This include packaging and energy use.

Elective Name:	Creative Textiles
Aim:	Fostering deep learning about the place of design in the world. Illustrate the application of design elements and principles. Enhance the presentation of ideas. Further implementation challenging practical skills.
Subject Overview:	Students are provided with design briefs to complete various creative production tasks. They are required to create design options exploring rendering & design techniques. Students will become independent and proficient in the use and maintenance of their sewing machine. Students are expected to <i>produce</i> various exciting projects during the semester, followed by evaluating their earlier design work and production activities.

Elective Name:	At the Movies
Aim:	Students will learn the art of writing, directing and editing their own short film.
Subject Overview:	Students will participate in a 'hands on' film making elective. They will learn the following skills and techniques as they relate to film making: iMovie & Windows Movie Maker software will be taught. A brief history of film making in Australia. What are the different film genre's, how do they differ, how do we recreate them? Samples of the different film genre's will be shown and an analysis undertaken. The role of the director, producer, screen writer, actor(s), editor and cinematographer. How to use a digital camera and story board, and how to set up different camera angles when shooting a scene. Film making editing skills will be taught. Sound, lighting, music, sound effects, filters, scene editing, timing and pacing of sequences. Film marketing, teach skills in creating a movie trailer and poster. Analyse how film companies use trailers and posters to draw attention to their product. Students will learn about the pre-production, production and post-production phases of film making.

Elective Name:	Animal Care and Training
Aim:	Students will investigate the needs of captive animals, considering housing, behaviour, medical care, grooming, diet and nutrition. They will develop skills required to care for animals in a range of settings and will learn about the careers available to work with animals.
Subject Overview:	Students will investigate a chosen animal species and learn about its behavioural and housing needs. They will complete a range of activities from designing a zoo exhibit, conducting a behavioural observation of an animal species or creating enrichment items to be used by zoo, farm, pet or shelter animals. A guide for pet owners will be created, which explains the theories and concepts associated with animal training. Students will learn the art of clicker training and apply this by creating a clicker training plan to train a specific behaviour. Careers involved with animals will be investigated by undertaking interviews or creating a career profile of a vet, farmer, zookeeper, researcher or dog breeder.

Elective Name:	Dig That Garden
Aim:	Students will design, create and maintain a school vegetable garden. During this process they will gain skills in garden design, budgeting, growing their own food, creating compost and using sustainable gardening techniques as well as the marketing and pricing of produce.
Subject Overview:	Students will design and create their own garden bed. They will be involved in all aspects of the design and construction, including material selection and budgeting. They will choose appropriate plants and grow them from both seeds and seedlings, learning about what is required for a successful garden, including soil, fertilising, watering and weeding. There will be a focus on sustainable gardening techniques, with students learning about the use of compost and worms to improve soil. Students will participate in a roster system which gives them responsibility for caring and maintaining the garden. Once the plants are growing, students will create a plan to sell their garden produce, including a pricing investigation and marketing campaign.

Good Samaritan Campus

The Good Samaritan Campus, originally known as the Good Samaritan Convent, was initially operated by the Good Samaritan Sisters as a boarding school for girls in the Colac/Otway area. After the closure of the boarding school in the 1970's, it continued to be residence for members of the congregation. During the 1980's the Good Samaritan Centre was redeveloped as a venue for community groups and adult professional learning. In recent years, the site has been used by St Brendan's Parish and St Brendan's Primary School both located next to the Convent.

In 2013 the site was acquired by Thomas Carr College for use in the Year 7 Orientation Program and the iD9 'My Future' Country Experience. The newly renovated campus has accommodation for 28 students in rooms of two, four or six beds, well-appointed dining rooms and commercial kitchen, bathrooms, a comfortable student lounge, a learning space, staffroom, storage shed, staff and manager's residences. There is also a large open sports oval immediately adjacent to the main building.

Location

The Good Samaritan Campus is located in Coragulac, 11km north east of Colac, approximately 141km from Thomas Carr College. The name Coragulac is derived from the local aboriginal word, 'corakyallock', meaning a sandy creek.

Program Overview

The student's growing sense of independence will be key to the Country Experience. This independence is tempered with a better understanding of what it is to be a responsible adult living in community and taking steps to find their own place into the world. The Good Samaritan Campus experience aims to provide all students with an exciting and challenging program in an environment that is safe, caring, structured and engaging. The emphasis throughout the three week experience will be on learning through doing. Activities and project work will be based around the local Coragulac and Otway's environments of lake, coast and forest.

Complementing experiential learning in each of these environments will be a further focus on community living centred on day to day life on the Campus.

The activities, such as kayaking/canoeing, mountain bike riding and bushwalking are not intended to be an end in themselves but rather a means by which the students can explore the environment that surrounds them at the Good Samaritan Campus. A strong emphasis will also be placed on student involvement in planning and decision making surrounding each activity, including a two day expedition through the Otway Ranges during their final week.

THEMES

My Self

Students will build their own understanding of their uniqueness, how they see themselves and what they believe about themselves forms their sense of self. They will explore their sense of self in various ways such as the way we dress, how we behave, how we interact with others, how we treat other people and through the things we enjoy or dislike. The learning will focus on the 'connectedness' a student at this level needs to experience in order to engage with learning, engage with peers and engage with adults. This sense of connecting with the learning in group settings, is essential for students to develop empathy, tolerance and appreciation of others.

My Country/My Community

The learning direction for this focus will lead students to a greater appreciation of our country. Embedded in this focus are ideas that require further exploration dealing with the diversity of cultures and people who make up our Australian population. Students will study a number of core 'depth studies' that connect with the AusVELS. Students will build their knowledge and understanding of the development of Australia from the period of the Industrial Revolution to World War I. Students will come to understand how our present society is shaped by those who came before us.

My Future

The aim of the 'My Future' focus is to support students in developing a set of knowledge, skills and behaviours that will prepare them to create a future which is sustainable, by developing an understanding of the interaction between social, economic and environmental systems and how to manage them. Students will attend the Good Samaritan Campus during this focus to gain a deeper understanding of this interaction in a rural environment. Deeper learning can be achieved through collaborative curriculum planning; for example, the concept of 'eco-footprint' may be taught within a Science, Geography and Personal Learning program, where students may calculate their own eco-footprint, compare it with other students, schools and/or countries, make resolutions about reducing their footprint and evaluate the effectiveness of personal strategies used to reduce it.

My Neighbour

An increasing focus on our regional neighbours has seen the development of educational programs that recognise the influence and interdependence that we now share with many countries in our part of the world. The direction of the learning in this term will focus on our relationships with our closest neighbours in the Asia-Pacific region. From our earliest times, we have interacted with countries in our region but it could be argued that it is only in relatively recent history that we have been able to appreciate the richness and diversity of the cultures around us. Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from these countries have historically contributed to Australia's development and will continue to do so in the future. In this focus, students will come to explore some of the contributions our neighbours have made and continue to make in shaping our future.

CITY EXPERIENCE

Students will participate in a City Experience. This experience will allow students to study the cultural, historical and sporting aspects of the city of Melbourne. The program recognises students' increasing independence and requires students to develop their own transport plans in order to complete each of the set activities for each day. A city experience 'passport' has questions, facts, maps and information on key locations that they will visit individually, with their small group and as a class.

Many aspects of City Experience interrelate with the iD9 curriculum. The students visit the Melbourne Zoo which ties in with two key aspects of the My Neighbour unit; endangered species and sustainability, an example of this includes the Orang-utan exhibit and the consequential impact of palm oil production.

As part of the My Future Unit students visit the Melbourne Museum. The Museum offers diverse range of displays and exhibits with direct and strong links to the curriculum. The students are allowed to spend as much time as they choose here.

The students also visit the Shrine of Remembrance. The memorial site was created to meet the needs of the grieving population after the extensive loss of life during WW1. This ties in with the My Country unit as students study the intricacies of trench warfare and the events of Gallipoli.

A visit to the Old Melbourne Goal allows our students to gain an understanding of the first fleet and convict life. As part of this visit the students undertake a case study analysis of Bush Rangers and our most infamous bushranger, Ned Kelly. Students find this visit and experience exciting as they get locked into jail cells and learn how it felt to be a criminal locked up in the since decommissioned prison.

The Parliament House tour links to the My Self Unit. The students have a tour through the two houses of Parliament and get to witness Parliament in session.

The Youth Homelessness Tour is linked in with the College's social justice program. Students are educated on the struggles that our youth may face today and then taken on a tour of where the young adults may actually reside for the night around the city.

ASSESSMENT

Students will be assessed on their experience and will have to complete a portfolio about their City Experience. Throughout their City Experience, they will need to obtain photos and information to complete their set tasks. There are pages provided for all their note taking.

- Task 1: Scavenger Hunt Collage (15 marks)
- Task 2: Transport Collage (10 marks)
- Task 3: Inquiry Learning Tasks (20 marks)
- Task 4: Reflection (15 marks)