Gorokan High School Workbook

Gorokan High School

GHS

Muru Bulbi

Pathways to Learning

1976

Respect   Co-operation   Personal Best

YEAR 10

10 Tips to Stress Less

BE **ACTIVE** EVERY DAY in as many ways as you can

Eat **Healthy** Meals

do **1 thing...** at a time.

take regular **BREAKS**

do **MORE** of what's **IMPORTANT** to you

FOCUS on the **PRESENT**

CELEBRATE when things go well

PLAY your favourite **SONG**

OFFER HELP

ACCEPT HELP

LEARN about more something that

AMAZES you

USEFUL CONTACTS:

LIFELINE: 13 11 14

KIDS HELPLINE: 1800 551 800

www.kidshelpline.com.au

HEADSPACE: 1800 650 890

https://headspace.org.au/eheadspace/

YOUTH BEYOND BLUE: 1300 224 630

au.reachout.com

Year 10

Punctuation: direct and indirect speech

Insert speech marks where required.

1. There's no cheese left for my pizza, complained Jessica.
2. No, answered Paolo, I haven't seen your bat.
3. Stand back! shouted the attendant.
4. May I please have another one of those? asked Li.
5. I can't see here anywhere, whispered Sam.
6. Did you watch that show last night? asked Jessica.
7. Give that back, demanded Alex.
8. If you haven't finished this work by the time the bell goes, said Mr Jackson, you'll have to finish it at home tonight.

Rewrite five of the sentences in the box above as indirect speech.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Insert all required punctuation marks. Circle any letters that should be capitals.

1. where are my boots   asked Tom
2. run   shouted Stefan
3. it's too late for that now   laughed Ashley
4. can you tell me   asked the stranger   if this is the way to the station
5. make sure you grease the pan first   said Mr Trask
6. if you change your mind s aid Sally   ring me up
7. oh no   groaned Nam   I've left my money at home
8. i've read that book already   said Jo

Rewrite each sentence with the correct punctuation.

1. "assembly has been cancelled", announced Mrs Jacobs,
2. "Are you sure, asked Jacqui that the movie starts at 3.00"?
3. "jump"! shouted Dad.
4. "Don't look now, advised Bella".
5. What's the time, asked Paolo?

Punctuation review: capital letters, full stops, question marks, exclamation marks, commas, apostrophes ..

Insert commas and sentence endings as required.

1 We sold all the sausages hamburgers and pies

2 When is the next bus

3 Put the balls bats gloves and stumps in the sports shed

4 Look out

5 The ball floated just out of reach

6 Jessica's brother who is in Year 10 plays cricket

7 What are we having for lunch

8 I picked Matt Thai and Brent for my team Nam picked Adam Scott and Hiep

Insert apostrophes as required.

1 Als shot missed the goalies outstretched hand and the goal.

2 There wasnt room for Nans box in the boot.

3 Bens team havent won any matches recently.

4 Ours wasnt the only cake not to rise. Robbies didnt rise either and then he couldnt get it out of the pan.

5 Were going to Kakadu next holiday.

6 I cant see Jos bag anywhere.

7 The back doors creaking put Sams nerves on edge.

8 There wont be time to go back for Jackies lunch. Shell have to buy something at the pools kiosk.

Circle any letters that should be capitals.

1 have you read treasure island by robert louis stevenson?

2 whales occasionally enter sydney harbour.

3 the original olympic games were held in greece.

4 one of my favourite authors is isobelle carmody.

5 the macquarie dictionary is produced in australia.

6 is the final on saturday?

7 oceans around australia include the pacific, the indian and the great southern.

8 our family doctor is doctor pengilley.

Rewrite each sentence with the correct punctuation.

1 lisas team included rosie maria allana rachael and katia

2 wheres mr poulos

3 look out theres a snake in front of you

4 i read the hobbit during the july school holidays

5 even fred the tallest person in the group couldnt reach the ball

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Text Types
Book/Film Review

DIRECTOR

✓ Title and name of author/director.

✓ Your opinion of it. Whether you like it or not should be clear in the first few sentences.
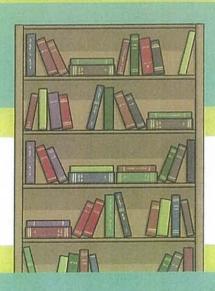
✓ Information about the film/book. Try and tell the reader what happens without revealing it too much and spoiling it for them!

✓ What did you enjoy most?
Why did you enjoy that?

✓ Why did you not enjoy it?
How can it be improved?

✓ End it with a summary. Would you recommend the book.film or not? Is it similar to any other books/films?

A Film Review by

Your star rating for this film
☆ ☆ ☆ ☆ ☆

Title: _____

Director: _____

Plot

What happens? Are there any plot twists?
Did you find the plot interesting?

Characters

Who are the main characters?
Who was your favourite character? Why?

Your opinion

Did you like the film?
What was your favourite part? Why?

Recommend

Would you recommend
this film to a friend?
Why or why not?

Film Viewing Notes

Make notes while watching a film to refer to when writing a more formal response.

Characters Who are the main characters?	Key Scenes What are the key scenes? Use dot points.	Settings Describe the key settings.	Ideas What word would you use to describe each key scene?

Film Viewing Notes

Make notes while watching a film to refer to when writing a more formal response.

Characters Who are the main characters?	Key Scenes What are the key scenes? Use dot points.	Settings Describe the key settings.	Ideas What word would you use to describe each key scene?
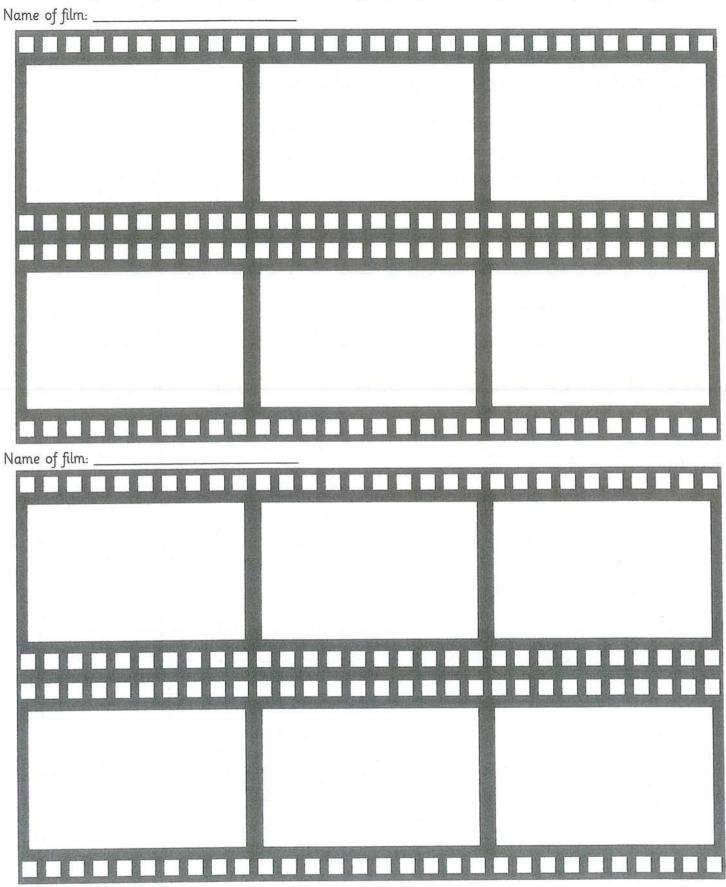
Features of a Film Review Checklist

Have I...	✓	Teacher	Peer
included the title of the film, the year it was made and who directed it?			
opened my review with a strong first sentence that makes the reader want to read on?			
included the genre of film?			
mentioned some of the key actors by name?			
stated who the film is targeted at?			
given a summary of the plot without giving away the ending?			
stated where this film sits in a series, and whether I would watch the next film (if there is one)?			
given my opinion of the film?			
used powerful adjectives and adverbs to add further detail?			
mentioned the strengths of the film, with specific detail?			
mentioned the weaknesses of the film, with specific detail?			

Film Critic

Choose two films and fill out the storyboards, choosing just six pictures to represent the plot of each film.

Name of film: _____

Name of film: _____

Movie in a Box

Movies can often be represented by various objects and symbols representing characters, events, and the setting. For this project, you will create a "movie in a box" to represent your movie. Plan out your box using the prompts below. Then gather your materials to create your "movie in a box."
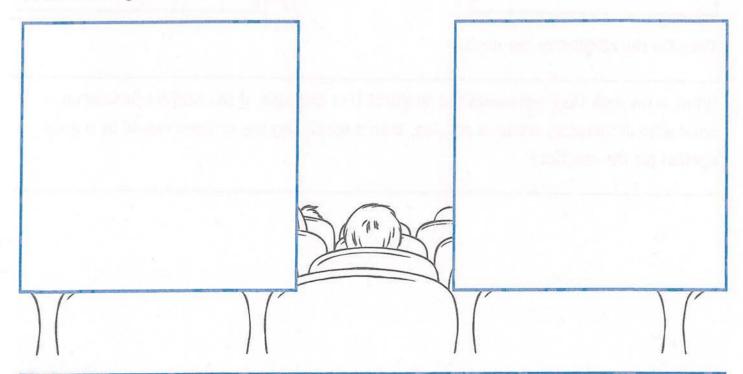
Title of the movie:

_____

Describe a setting in the movie:

_____

Describe another setting in the movie:

_____

What are two items that represent your movie's setting? (For example, if your movie takes place at the beach, a seashell would be a good symbol for the setting.)

_____

Draw these symbols in the boxes below.
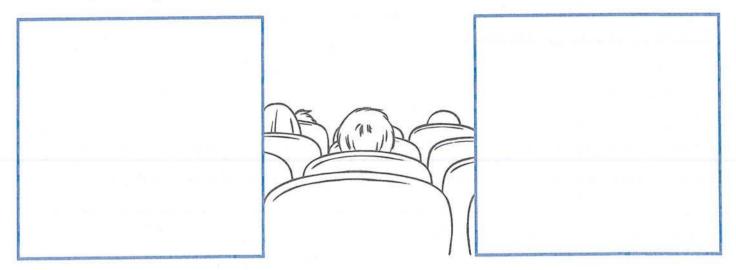
Describe the main character of the movie:

_____

Describe another character from the movie:

_____

What are two items that represent your movie's characters? (For example, if one of your characters is a baker, then a measuring cup or spatula would be a good symbol for the character.)

_____

Draw these two symbols in the boxes below.
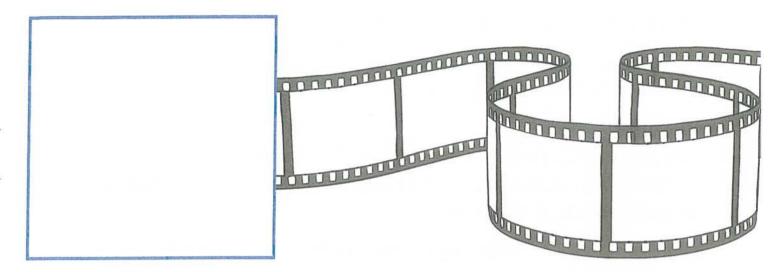
Describe the conflict in the movie:

_____

What is an item that represents the conflict? (For example, if the conflict focuses on a child who desperately wants a pet dog, then a small dog toy or bone would be a good symbol for the conflict.)

_____
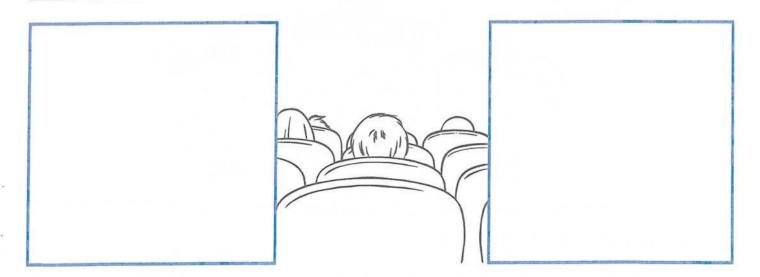
Draw a symbol for the conflict in the box below.

Describe a major event that occurs in the movie:

_____

Describe another event that occurs in the movie:

_____

What items represent these events? (For example, if a major event is a family camping trip, then a pinecone or leaf might be a good symbol for the major event.)

_____

Now it's time to make your box! Gather your items and place them in a box labeled with the movie's title. Share your symbols with your classmates!

An Awesome Advert

Amazing Fact

In Sweden and Norway, advertising to children under the age of 12 is illegal.

When a company wants to sell their products, they advertise it to the people who might be interested in buying it.

Challenge

Think about your favourite toy, object or computer game. Think about why you like it, what makes you want to keep using it and if you would recommend it to your friends. If so, why?

Design an advert to encourage others to buy your favourite item. Make it clear what is great about it and why children might want to get one. Make your advert bold and colourful.

TASTEROIDS

SIZZLING! WIN A TRIP TO THE SUN!

THE TASTE IS OUT OF THIS WORLD!

TWINKL TASTEROIDS

TWINKL TASTEROIDS — GALACTIC BEEF

TWINKL TASTEROIDS

COSMIC CARROT

CHEESE 'N' ORION
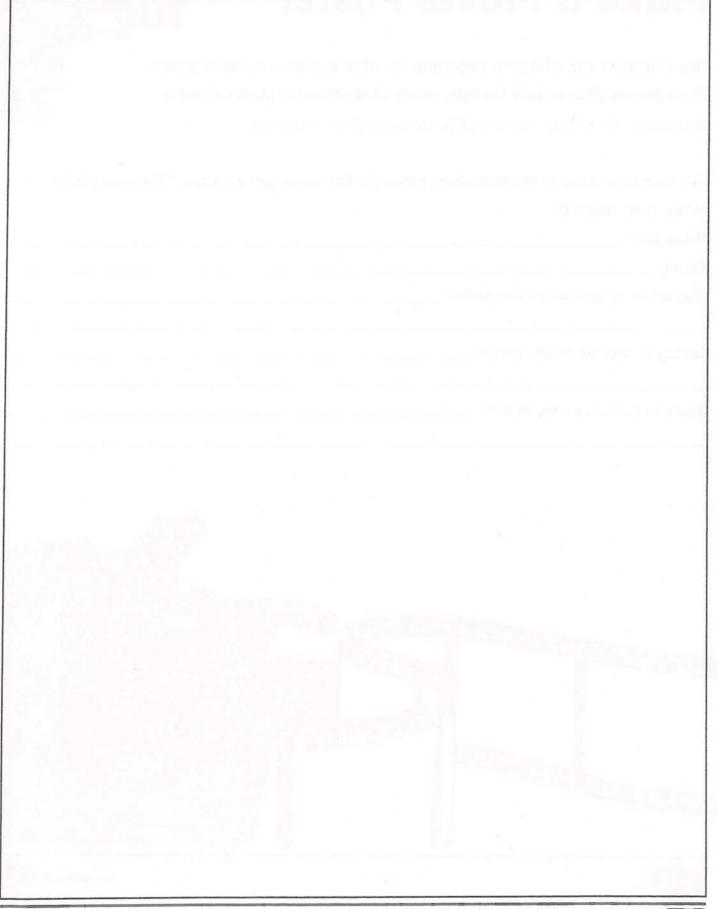
You could also try to find out:

- what the first advert shown on TV was for;
- how much TV advertising costs;
- what the most expensive TV advert ever was.

An Awesome Advert
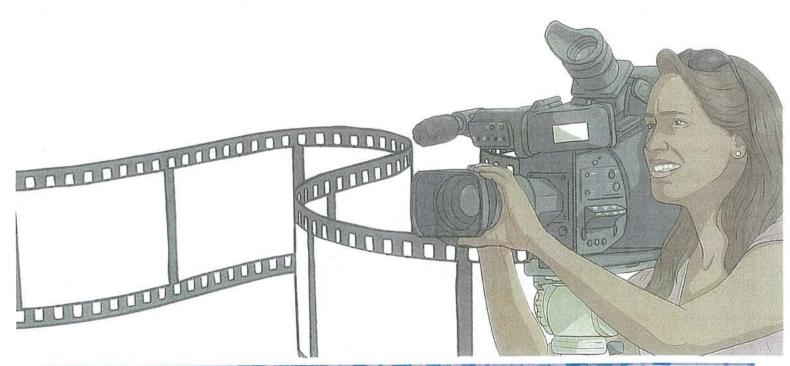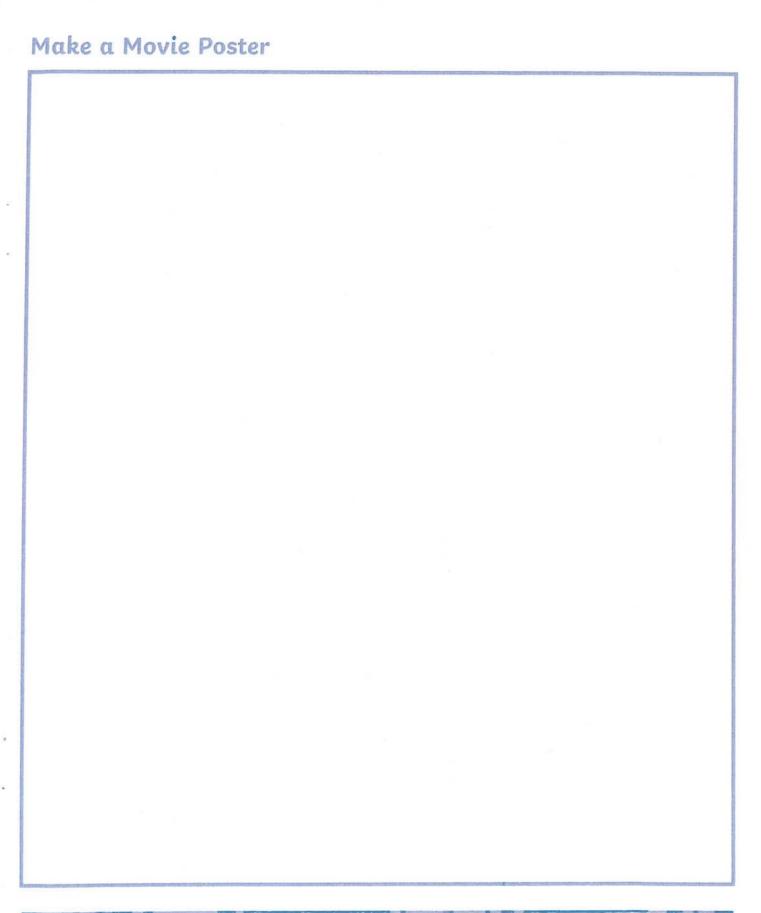
Make a Movie Poster

Movie theaters and billboards frequently advertise movies with movie posters. These posters often include the title, rating, illustrations or photos of main characters, the setting, and a significant quote from the movie.
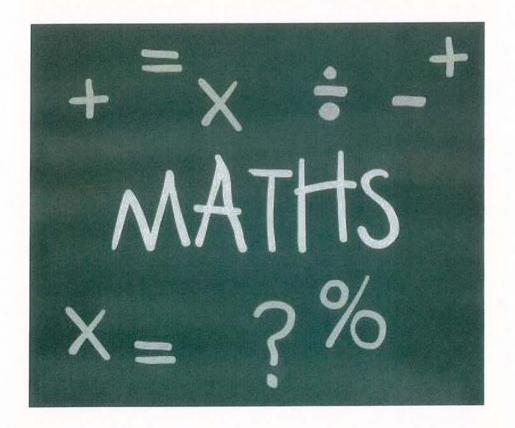
You have been hired to create a movie poster for the movie you watched. Plan your poster below, then create it!

Movie title: _____

Rating: _____

Characters to include on the poster: _____
_____

Setting to include on the poster: _____
_____

Quote to include on the poster: _____
_____

Make a Movie Poster

Year 10

Gorokan High School – Mathematics
Year 10
Linear Relationships Review & Introduction to Parabola

Learning Intention:	**Success Criteria:**
- Review student understanding of the cartesian plane and plotting points. - Develop an understanding of the basics of Parabola's and its features.	- I can identify the important aspects of a cartesian plane. - I can plot points on a cartesian plane and identify its position. - I can complete a table of values and plot its points of ordered pairs. - I can identify a parabola by its shape. - I can identify a function of a parabola. - I can explain the features of a parabola - I can complete a table of values for a parabola and sketch this on a cartesian plane.

Video Resources (Link): Not needed, but included if technology permits.

Video 1: Coordinate Plane and Plotting Points
https://www.youtube.com/watch?v=r16I6LB2YbQ

Video 2: Graphing Linear Functions Part 1
https://www.youtube.com/watch?v=BskaNbnbbhA&t=56s

Video 3: Graphing Linear Functions Part 2
https://www.youtube.com/watch?v=4szvumnoJi4

Video 4: Intro to Parabolas (unconventional video)
https://www.youtube.com/watch?v=RLwwDilauOg

Video 5: All things Parabolas
https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:quadratic-functions-equations/x2f8bb11595b61c86:intro-parabolas/v/parabolas-intro

Video 6: Graphing a Parabola using table of values (First 4 minutes 30 seconds only)
https://www.youtube.com/watch?v=LyRRFH-ufKc

Resources Needed for Lesson:
Printed Workbook

Student Instructions:
Students are to work through the specified work outlined below.

Exercise 5A – Linear Relationships
This exercise will take you back through a review of linear relationships including the cartesian plane. Read the information and examples within exercise 5A and complete the following questions.
Questions
1a) all
3) all
4) all
6) all
7) all

Exercise 9A – Exploring Parabolas
This exercise will give you an introduction to a Parabola which is a non-linear relationship (not a straight line). Read through the information and examples and answer the following questions in exercise 9A.
Questions
Please complete all questions in exercise 9A.

5A Introducing linear relationships

If two variables are related in some way, we can use mathematical rules to more precisely describe this relationship. The most simple type of relationship is one that can be illustrated with a straight line graph. These are called linear relationships.

The volume of petrol in your car at a service bowser, for example, might initially be 10 L, then increase by 1.2 L per second after that. This is an example of a linear relationship between *volume* and *time* because the volume is increasing at a constant rate of 1.2 L/s.

Let's start: Which equation is linear?

Here are three equations and their tables of values. Copy and complete the tables of values and plot the points.

1   $y = 2^x - 1$

x	0	1	2	3
y				

2   $y = x^2 - 1$

x	0	1	2	3
y				

3   $y = 3x - 4$

x	0	1	2	3
y				

Key ideas
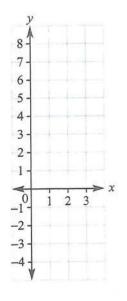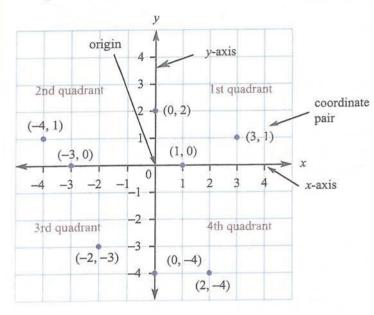
- Coordinate geometry provides a link between geometry and algebra.
- The **Cartesian plane** (or number plane) consists of two axes that divide the number plane into four quadrants.
  - The *x*-axis is the horizontal axis.
  - The *y*-axis is the vertical axis.
  - The *x*-axis and *y*-axis intersect at the origin (0, 0) at right angles.
  - A point is precisely positioned on a Cartesian plane using the coordinate pair (*x*, *y*). *x* describes the horizontal position of the point from the origin. *y* describes the vertical position of the point from the origin.

Cartesian plane A plane on which every point is related to a pair of numbers called coordinates

x-axis The horizontal axis of the Cartesian plane

y-axis The vertical axis of the Cartesian plane

Linear relationship A set of ordered pairs that give a straight line

- In the coordinate pair (2, −4), 2 is the *x*-coordinate and −4 is the *y*-coordinate. The point is 2 units to the right of the origin (horizontal direction) and 4 units below the origin (vertical direction).
- A **linear relationship** is a set of ordered pairs (*x*, *y*) that, when graphed, give a straight line.
- Linear relationships have rules that may be of the form:
  - $y = mx + b$, for example, $y = 2x + 1$
  - $ax + by = d$ or $ax + by + c = 0$, for example, $2x - 3y = 4$ or $2x - 3y - 4 = 0$
- Each point that is on the line fits the rule for the linear relation. For example, on the line with rule $y = 2x$, each *y*-coordinate will be two times the *x*-coordinate. So, (3, 6) will be on the line but (4, 10) will not.

Exercise 5A

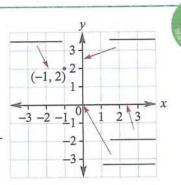1 a For the Cartesian plane shown, label the following parts.

    i x-axis
          ii origin

    iii y-axis
         iv coordinate pair

  b For the point $(3, -1)$:

    i 3 is the _____.

    ii -1 is the _____.

    iii From the origin, the point is 3 units to the _____ and 1 unit _____.

2 Which one of the following rules is linear?

  A $y = x^2 + 4$
     B $y = \dfrac{2}{x}$
     C $y = 2x - 1$
     D $y = 3^x$

> Linear rules are often in the form $y = mx + b$ or $ax + by = d$.

Example 1 Using the Cartesian plane
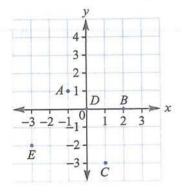
Using the grid shown:

a plot the points with coordinates:

    i $(2, 4)$
    ii $(3, -1)$
    iii $(0, -2)$
    iv $(-2, 3)$
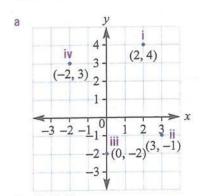
b state the coordinates of the points marked A–E

SOLUTION

a

EXPLANATION

From the origin, start with the x-coordinate, then the y-coordinate.

i $(2, 4)$ is 2 units right of the origin and 4 units above.

ii $(3, -1)$ is 3 units right of the origin and 1 unit below.

iii For $(0, -2)$, the x coordinate is 0, so there is no move left or right, so the point is 2 units below the origin.

iv $(-2, 3)$ is 2 units left and 3 units above the origin.

b $A(-1, 1)$

    $B(2, 0)$

    $C(1, -3)$

    $D(0, 0)$

    $E(-3, -2)$

Each point is a coordinate pair (x, y) with the x-coordinate (horizontal direction) first, followed by the y-coordinate (vertical direction). Start at the origin and move along the x-axis until you are above or below the point (this is the x-coordinate), then move up or down to the point (this is the y-coordinate).
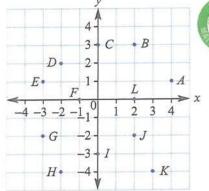
© David Greenwood et al. 2014
Cambridge University Press

3 Refer to the Cartesian plane shown.
  a Draw this set of axes (without A–L) and plot the following points.
    i (3, 1)
    ii (−4, −2)
    iii (0, 2)
    iv (−1, 2)
  b Give the coordinates of all the points A–L.

> List the x-coordinate followed by the y-coordinate; e.g. (2, 4).

4 For the rule $y = 3x − 4$, find the value of y for these x values.
  a $x = 2$
  b $x = 1$
  c $x = 0$
  d $x = −1$

> When $x = 2$, $y = 3 \times 2 − 4 = ...$

5 Which pair of coordinates fits the rule $y = 3x$?
  A (3, 1)
  B (3, 6)
  C (2, 6)
  D (−1, 3)

Example 2 Filling in tables from rules

Complete the tables for the given rules.

a $y = 2x − 1$

x	−2	−1	0	1	2	3
y						

b $y = −3x + 2$

x	−2	−1	0	1	2
y					

SOLUTION

a

x	−2	−1	0	1	2	3
y	−5	−3	−1	1	3	5

b

x	−2	−1	0	1	2
y	8	5	2	−1	−4

EXPLANATION

Substitute each x value in the table into the rule $y = 2x − 1$ to find its corresponding y value.

For $x = −2$, $y = 2 \times (−2) − 1$
$$= −4 − 1$$
$$= −5$$

For $x = 1$, $y = 2 \times 1 − 1$
$$= 2 − 1$$
$$= 1$$

Substitute each x value into the rule $y = −3x + 2$. Recall that negative × negative = positive.

For $x = −2$, $y = −3 \times (−2) + 2$
$$= 6 + 2$$
$$= 8$$

For $x = 0$, $y = −3 \times 0 + 2$
$$= 0 + 2$$
$$= 2$$

6 Copy and complete the tables for the given rules.

a $y = x + 2$

x	-2	-1	0	1	2	3
y						

b $y = 2x + 3$

x	-2	-1	0	1	2
y					

c $y = -2x$

x	-2	-1	0	1	2
y					

d $y = -3x - 1$

x	-2	-1	0	1	2	3
y						

A negative × positive is negative.

A negative × negative is positive.

Example 3 Plotting points to graph straight lines

Using $-3 \le x \le 3$, construct a table of values and plot a graph for these linear relations.

a $y = x + 2$

b $y = -2x + 2$

SOLUTION

a

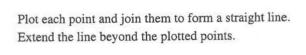| x	-3	-2	-1	0	1	2	3
y	-1	0	1	2	3	4	5

EXPLANATION

Use $-3 \le x \le 3$ to construct a table of x values as instructed. Substitute each value of x into the rule $y = x + 2$.

The coordinates of the points are read from the table; i.e. $(-3, -1)$, $(-2, 0)$ etc.
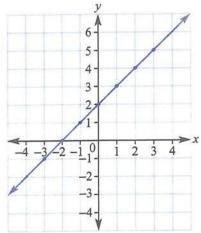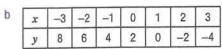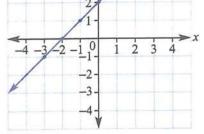
Draw a set of axes with an appropriate scale to show the points from the table.

Plot each point and join them to form a straight line. Extend the line to show it continues in either direction.

b

x	-3	-2	-1	0	1	2	3
y	8	6	4	2	0	-2	-4

Use $-3 \le x \le 3$ as instructed. Substitute each value of x into the rule $y = -2x + 2$.

Plot each point and join them to form a straight line. Extend the line beyond the plotted points.

7 Using $-3 \leq x \leq 3$, construct a table of values and plot a graph for these linear relationships.

a $y = x - 1$ 　　　　b $y = x + 3$ 　　　　c $y = 2x - 3$

d $y = -3x$ 　　　　e $y = -2x - 1$ 　　　　f $y = -x + 4$

Example 4 Deciding whether a point is on a line

Decide whether the point (3, 7) is on the line with the given rule.

a $y = 3x - 4$ 　　　　b $y = 2x + 1$

SOLUTION

a $y = 3x - 4$
   Substitute $x = 3$
   $y = 3 \times 3 - 4$
   　$= 5$ (not 7)
   $\therefore$ The point (3, 7) is not on the line.

b $y = 2x + 1$
   Substitute $x = 3$
   $y = 2 \times 3 + 1$
   　$= 7$
   $\therefore$ The point (3, 7) is on the line.

EXPLANATION

Find the value of y on the graph of the rule for $x = 3$.

To fit the rule, the y value needs to be 5, not 7, so (3, 7) is not on the line.

By substituting $x = 3$ into the rule for the line, we find $y = 7$.

Since (3, 7) fits the rule, it is on the line.

8 Decide whether the point (2, 8) is on the line with the given rule.

a $y = 2x + 6$

b $y = 3x + 2$

c $y = -x + 6$

> When $x = 2$, does $y = 8$?

9 Decide whether the point (−1, 4) is on the line with the given rule.

a $y = x + 5$

b $y = -2x + 2$

c $y = 4x$

10 Find a rule in the form $y = mx + b$ (e.g. $y = 2x - 1$) that matches these tables of values.

a

x	0	1	2	3	4
y	2	3	4	5	6

b

x	0	1	2	3
y	0	2	4	6

c

x	−2	−1	0	1	2	3
y	−3	−1	1	3	5	7

d

x	−2	−1	0	1	2	3
y	−7	−4	−1	2	5	8

e

x	−1	0	1	2	3	4
y	−3	−2	−1	0	1	2

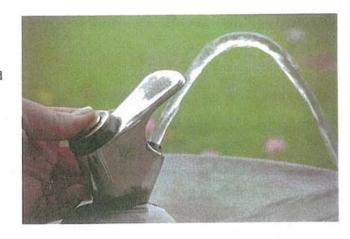> Think about how you can find the y value from the x value. Is it double the x value each time or 3 more than the x value each time? etc.
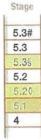
9A Exploring parabolas

One of the simplest and most important non-linear graphs is the parabola. When a ball is thrown or water streams up and out from a garden hose, the path followed has a parabolic shape. The parabola is the graph of a quadratic relation with the basic rule $y = x^2$. Quadratic rules such as $y = (x - 1)^2$, $y = 2x^2 - x - 3$ and $y = (x + 4)^2 - 7$ also give graphs that are parabolas and are transformations of the graph of $y = x^2$.
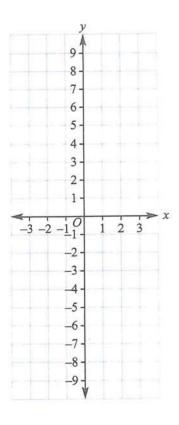
Let's start: To what effect?

To see how different quadratic rules compare to the graph of $y = x^2$, complete this table and plot the graph of each equation on the same set of axes.
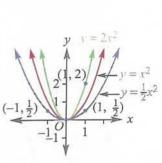
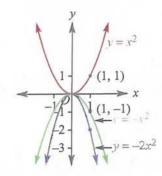| x	-3	-2	-1	0	1	2	3
$y_1 = x^2$	9	4					
$y_2 = -x^2$	-9						
$y_3 = (x - 2)^2$							
$y_4 = x^2 - 3$							

- For all the graphs, find such features as the:
  - turning point
  - axis of symmetry
  - y-intercept
  - x-intercepts
- Discuss how each of the graphs of y_2, y_3 and y_4 compare to the graph of $y = x^2$. Compare the rule with the position of the graph.
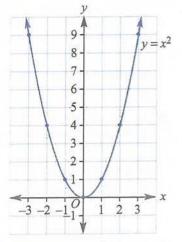
Key ideas

- A **parabola** is the graph of a quadratic relationship. The basic parabola has the equation $y = x^2$.
  - The vertex (or turning point) is $(0, 0)$.
  - It is a minimum turning point.
  - Axis of symmetry is $x = 0$ (the y-axis).
  - y-intercept is 0.
  - x-intercept is 0.
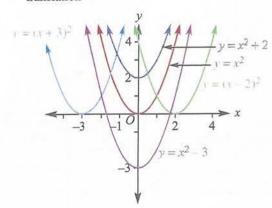- Simple transformations of the graph of $y = x^2$ include:
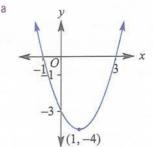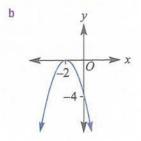 - dilation
  - reflection

  - translation

Example 1 Identifying key features of parabolas

Determine the following key features of each of the given graphs.

i turning point and whether it is a maximum or minimum

ii axis of symmetry

iii x-intercepts

iv y-intercept

a

b

SOLUTION

EXPLANATION

a i Turning point is a minimum at $(1, -4)$.

ii Axis of symmetry is $x = 1$.

iii x-intercepts are -1 and 3.

iv y-intercept is -3.

b i Turning point is a maximum at $(-2, 0)$.

ii Axis of symmetry is $x = -2$.

iii x-intercept $= -2$.

iv y-intercept $= -4$.

Lowest point of graph is at $(1, -4)$.

Line of symmetry is through the x-coordinate of the turning point.

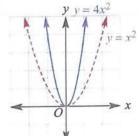x-intercepts lie on the x-axis ($y = 0$) and the y-intercept on the y-axis ($x = 0$).

Graph has a highest point at $(-2, 0)$.

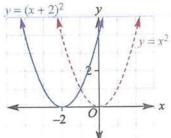Line of symmetry is through the x-coordinate of the turning point.

Example 2 Transforming parabolas
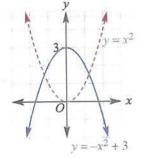
Copy and complete the table for the following graphs.

a

y $y = 4x^2$

$y = x^2$

O x

b

$y = (x + 2)^2$ y

$y = x^2$

2

-2 O x

c

y

3

$y = x^2$

O x

$y = -x^2 + 3$

	Formula	Maximum or minimum	Reflected in the x-axis (yes/no)	Turning point	y value when $x = 1$	Wider or narrower than $y = x^2$
a	$y = 4x^2$					
b	$y = (x + 2)^2$					
c	$y = -x^2 + 3$					

SOLUTION

EXPLANATION

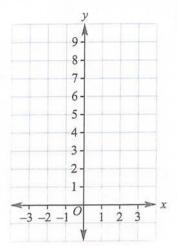|	Formula	Maximum or minimum	Reflected in x-axis (yes/no)	Turning point	y value when $x = 1$	Wider or narrower than $y = x^2$
a	$y = 4x^2$	minimum	no	$(0, 0)$	4	narrower
b	$y = (x + 2)^2$	minimum	no	$(-2, 0)$	9	same
c	$y = -x^2 + 3$	maximum	yes	$(0, 3)$	2	same

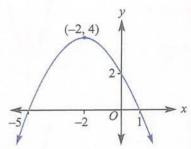Read features from graphs and consider the effect of each change in equation on the graph.

Exercise 9A

1   Complete this table and grid to plot the graph of $y = x^2$.

x	−3	−2	−1	0	1	2	3
y	9						

2   Write the missing features for this graph.

(−2, 4)
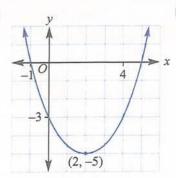
a   The parabola has a _____ (maximum or minimum).
b   The coordinates of the turning point are _____.
c   The y-intercept is _____.
d   The x-intercepts are _____ and _____.
e   The axis of symmetry is _____.

Example 1   3   Determine these key features of the following graphs.
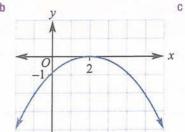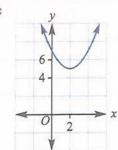   i   turning point   ii   axis of symmetry
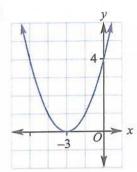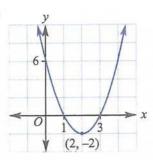   iii x-intercepts   iv y-intercept

a   b   c

d

e

$(2, -2)$

f
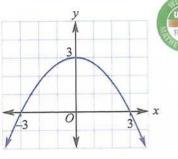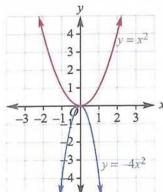
Example 2a 4 Copy and complete the table below for the following graphs.
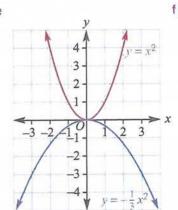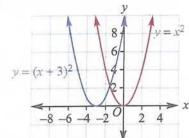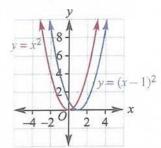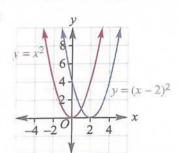
a

$y = x^2$
$y = 3x^2$

b

$y = x^2$
$y = \frac{1}{2}x^2$

c

$y = x^2$
$y = 2x^2$

d

$y = x^2$
$y = -4x^2$

e

$y = x^2$
$y = -\frac{1}{3}x^2$

f

$y = x^2$
$y = -2x^2$

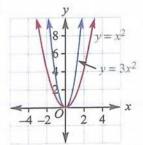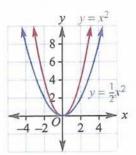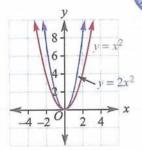|	Formula	Maximum or minimum	Reflected in the x-axis (yes/no)	Turning point	y value when $x = 1$	Wider or narrower than $y = x^2$
a	$y = 3x^2$					
b	$y = \frac{1}{2}x^2$					
c	$y = 2x^2$					
d	$y = -4x^2$					
e	$y = -\frac{1}{3}x^2$					
f	$y = -2x^2$					

Example 2b   5   Copy and complete the table below for the following graphs.

a

b

c

d
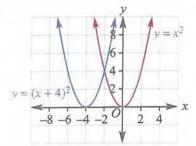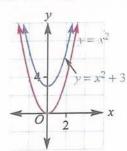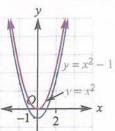
	Formula	Turning point	Axis of symmetry	y-intercept (x = 0)	x-intercept
a	$y = (x + 3)^2$				
b	$y = (x - 1)^2$				
c	$y = (x - 2)^2$				
d	$y = (x + 4)^2$				

Example 2c   6   Copy and complete the table for the following graphs.

a

b

c

d
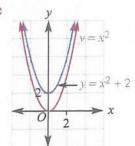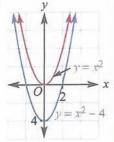
	Formula	Turning point	y-intercept (x = 0)	y value when x = 1
a	$y = x^2 + 3$			
b	$y = x^2 - 1$			
c	$y = x^2 + 2$			
d	$y = x^2 - 4$			

Year 10
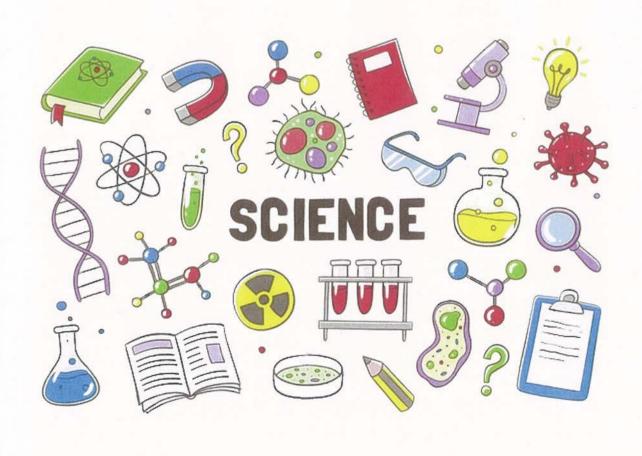
What Is a Biome?

A biome is a large area of the Earth populated by similar vegetation and wildlife that have adapted to accommodate a specific climate. Therefore, they are regions of the world where the weather conditions and temperature are alike, and so the same kinds of animals and plants live and grow. There are five major types of biomes. These are aquatic, grassland, forest, desert and tundra.

Aquatic biomes include both freshwater and marine biomes. **Freshwater** biomes include ponds, rivers and lakes. These are all bodies of water which are surrounded by land and have a very low concentration of salt. **Marine** biomes include bodies of water such as the ocean, coral reefs and estuaries. Collectively these cover close to three quarters of Earth's surface!

Grasslands are classified as open regions mostly covered by grass and have a warm and dry climate. There are two different types of grasslands: tropical grasslands or savannas, and temperate grasslands. **Savannas** are found closer to the equator and can have some scattered trees. These biomes cover almost half of the continent of Africa, as well as parts of Australia, India and South America. **Temperate grasslands** are found further away from the equator, in places such as South Africa, Hungary, Argentina, Uruguay, North America and Russia. They do not have any trees or shrubs at all and receive less rainfall than the savannas. Temperate grasslands can be further categorised into prairies and steppes. **Prairies** are recognised by their taller grasses, whereas **steppes** are identified by shorter grasses.

Forests are distinguished by their abundance of trees and can be found spread across about one third of Earth's surface. Forests are home to many different kinds of insects, birds and mammals. The three major forest biomes are temperate forests, tropical forests and boreal forests, which can also be called the taiga. These can each be found at different latitudes or distances from the equator, and so they each have varying climate conditions. **Tropical forests** are located closest to the equator and have a warm, humid climate. **Temperate forests** are found at higher latitudes, placing them a little further away from the equator, and they experience all four seasons. **Boreal forests** are found at even higher latitudes, placing them furthest from the equator. These have the coldest, driest climate of all of the forests and experience lots of snow.

Deserts are very dry regions, receiving less than 50cm of rainfall per year. They cover around 20% of Earth's surface. Deserts can be either very cold or very hot, and because of these extreme weather conditions, there is generally less biodiversity found here compared to other biomes. The vegetation and wildlife that can be found living in deserts must have special adaptations for surviving in such a dry environment. Therefore, desert wildlife consists mostly of reptiles and small mammals best suited to the harsh and extreme conditions.

Tundra has the most inhospitable and extreme conditions of all the biomes, with average yearly temperatures ranging from -34 to 12 degrees Celsius. Tundra has very little biodiversity and any vegetation that does grow is fairly small, including things such as shrubs, grasses, mosses and lichens. Any other types of vegetation would struggle to grow here because of permafrost, which is a frozen layer just underneath the surface of the soil. There are two different types of tundra. The **arctic tundra** is found to the north of boreal forests and the **alpine tundra** is located on mountains where the altitude is too high for any trees to survive. Any wildlife living in the tundra must be well adapted to its extreme and harsh conditions in order to survive.

Questions
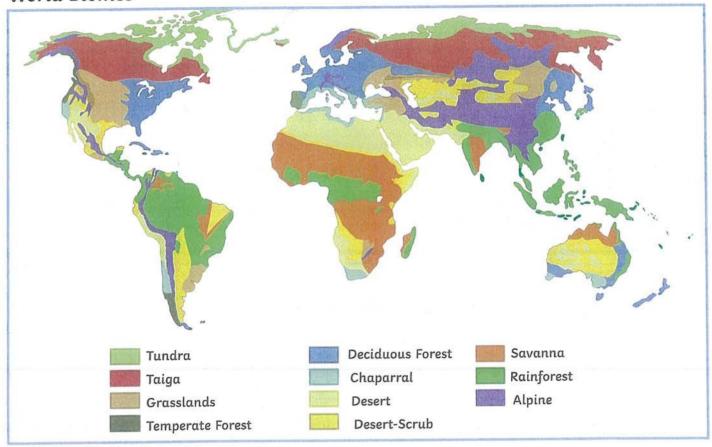
1. What are the five major types of biomes?

_____

_____

2. How much of Earth's surface is covered by marine biomes?

☐ less than 25%
☐ 30% - 50%
☐ almost 75%

3. Where are savannas usually found?

_____

_____

4. How can you tell prairies and steppes apart?

_____

_____

5. Why do you think forests are home to many different kinds of insects, birds and mammals while some other biomes have very few animals?

_____

_____

_____

6. What does the word 'inhospitable' mean?

_____

_____

7. Which word from the text means 'a variety of plant and animal life'?

_____

_____

8. Which biome would you most like to visit? Explain why.

_____

_____

_____
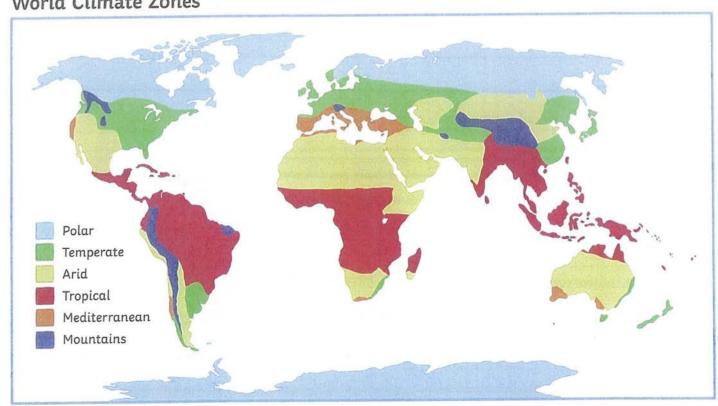
World Biomes and Climate Zones

World Biomes

▨	Tundra	▨	Deciduous Forest	▨	Savanna
▨	Taiga	▨	Chaparral	▨	Rainforest
▨	Grasslands	▨	Desert	▨	Alpine
▨	Temperate Forest	▨	Desert-Scrub		

World Climate Zones

- ▨ Polar
- ▨ Temperate
- ▨ Arid
- ▨ Tropical
- ▨ Mediterranean
- ▨ Mountains

Answers

1. What are the five major types of biomes?

   Aquatic, grassland, forest, desert and tundra.

2. How much of Earth's surface is covered by marine biomes?

   ☐ less than 25%
   ☐ 30% - 50%
   ☐ **almost 75%**

3. Which features differentiate savannas from temperate grasslands?

   Savannas are found closer to the equator and can have some scattered trees, whereas temperate grasslands are further from the equator and will have no trees or shrubs at all.

4. Why do you think forests are home to many different kinds of insects, birds and mammals while some other biomes have very few animals?

   Forests provide the most suitable habitat and living conditions for many different types of animals, while other biomes can be very harsh with their more extreme temperatures and climates.

5. What does the word 'inhospitable' mean?

   A place or environment that is very harsh and difficult to live in.

6. Which word from the text means 'a very large quantity of something'?
   (Hint: check the paragraph on forests!)

   Abundance.

7. Which biome would you most like to visit? Explain why.

   Student's own response, answers will vary.

Use an atlas to help you answer these questions and fill in the table.

What is the biome and climate in...

a. North Africa?

b. Northern Russia?

c. India?

d. Central Australia?

e. Eastern USA?

f. the UK?

Area	Biome	Climate
North Africa		
Northern Russia		
India		
Central Australia		
Eastern USA		
UK		

Report it!

Imagine you are on holiday **anywhere** in the world!

Write a postcard, email or letter describing the climate and the landscape. You should include a description of the type of weather you are experiencing. You should describe the types of plants and animals you can see there.

Dear _____

Greetings from my holiday! I am having a great time here in _____

_____.

The weather here is _____

_____.

The landscape here is _____

_____.

I am looking forward to seeing _____

_____.

See you when I get home!

_____

Climates Around The World

Amazing Fact

Two-thirds of the people on Earth have never seen snow!

Challenge

The weather and climate vary greatly around the world. Write the description of the different climates:

Polar: _____

_____

_____

Temperate: _____

_____

_____

Arid: _____

_____

_____

Tropical: _____

_____

_____

Mediterranean: _____

_____

_____

Mountains: _____

_____

_____

You could also try to find out:
- which countries never get any snow;
- which countries are always covered in snow;
- how quickly snow falls in the heaviest snowstorms;
- about languages where there are multiple words for snow.
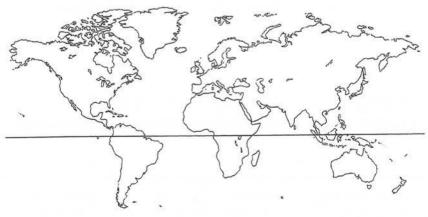
The Earth's Climatic Features
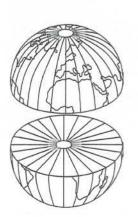
1. What is the equator?

_____

_____

2. Describe the climate of countries on and near the equator.

_____

_____

3. Why is the climate like this there?

_____

_____

4. Name three countries in our world which sit on the equator.

_____

_____

5. Name three countries in the northern hemisphere.

_____

6. What is the most northerly area of our globe called?

_____

7. Describe the climate there.

_____

_____

8. Why is the climate like this there?

_____

_____

9. Name three countries in the southern hemisphere.

_____

10. What is the most southerly area of our globe called?

_____

11. Describe the climate there.

_____

_____

12. Why is the climate like this there?

_____

_____

Name: _____

Weather Word Search

```
R  A  S  T  O  R  M  B  W
A  A  Y  O  H  S  A  O  S
L  E  I  R  Z  U  S  I  A
B  H  U  N  R  N  R  U  N
L  A  A  A  Y  S  C  R  S  B  L  Z  T  F
I  I  B  D  S  H  L  A  I  N  O  U  H  R
Z  L  G  O  L  I  O  E  Z  C  L  W  U  E
Z  I  R  H  E  N  U  Z  E  Z  A  I  N  Z
A  Z  Z  H  T  E  D  E  H  T  O  N  D  W
R  S  N  O  W  N  Y  B  U  U  L  E  E  I
D  R  Y  T  O  R  I  L  M  I  M  Y  R  N
F  R  E  E  Z  E  N  N  D  R  A  I  Y  D
H  U  R  C  A  N  F  O  G  G  Y  N  D  Y
```

Find these words in the puzzle. Words are hidden →, ↓, and ↘.

BLIZZARD	HUMID	STORM
CLOUDY	HURRICANE	SUNSHINE
DRY	LIGHTNING	THUNDER
FOGGY	RAINBOW	TORNADO
FREEZE	RAINY	WINDY
HAIL	SLEET	
HOT	SNOW	

Name: _____
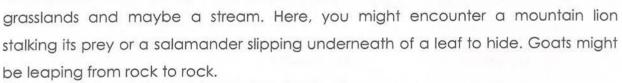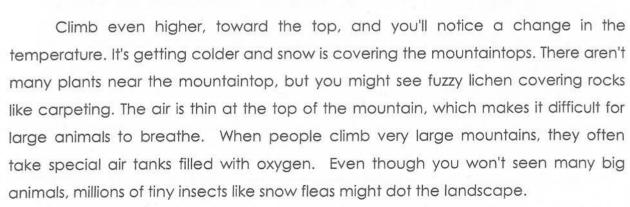
The Mountain Ecosystem
by Kimberly M. Hutmacher

A habitat is where a plant or animal lives and grows. A habitat is part of an ecosystem where lots of different plants and animals live. Mountains, with their many levels are an ecosystem containing many different habitats.
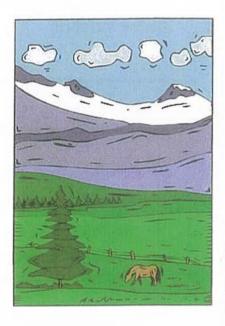
At the base of a mountain, you will probably find a forest filled with lots of plants and trees. A grizzly bear or a garter snake might cross your path. You might catch a glimpse of an owl in a tree.

Climb higher, toward the middle of the mountainside and leave the forest behind for grasslands and maybe a stream. Here, you might encounter a mountain lion stalking its prey or a salamander slipping underneath of a leaf to hide. Goats might be leaping from rock to rock.

Climb even higher, toward the top, and you'll notice a change in the temperature. It's getting colder and snow is covering the mountaintops. There aren't many plants near the mountaintop, but you might see fuzzy lichen covering rocks like carpeting. The air is thin at the top of the mountain, which makes it difficult for large animals to breathe. When people climb very large mountains, they often take special air tanks filled with oxygen. Even though you won't seen many big animals, millions of tiny insects like snow fleas might dot the landscape.

Depending on the elevation, you could see deserts, river valleys, meadows, forests and snow caps all on one mountain. And with each unique habitat, comes unique plant and animal life.

Name: _____

The Mountain Ecosystem
by Kimberly M. Hutmacher

1. Define habitat.

   _____

   _____

2. What happens as you climb higher and higher up a mountain?

   a. You see more animals.

   b. The temperature rises.

   c. Forests become thicker.

   d. The temperature drops.

3. What types of animals would you be most likely to see near the top of a mountain?

   a. bears   b. insects

   c. owls   d. There are no animals at the top.

4. What type of habitat would you probably find at the base of a mountain?

   _____

   _____

5. Why do you think most mountains do not have large lakes on them.

   _____

   _____

   _____

The Mountain Ecosystem
Crossword Puzzle
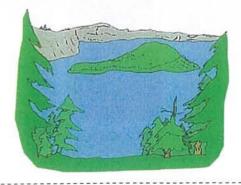
Use animals mentioned in the article, "The Mountain Ecosystem" to complete the puzzle.

Across
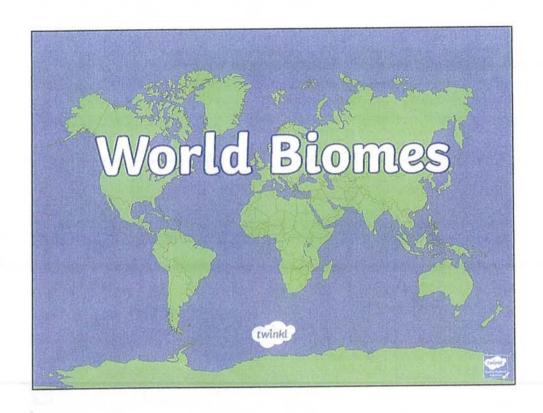
2. tiny wingless insect

5. amphibian that looks like a lizard

6. large, furry omnivorous mammal

Down
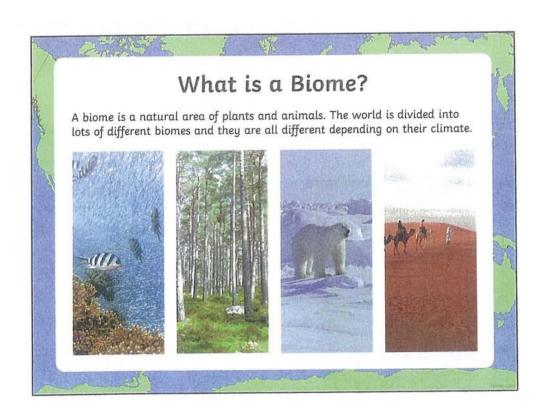
1. mammal with backward-curving horns

3. large, carnivorous cat

4. nocturnal bird with excellent hearing

5. reptile with no legs

World Biomes

twinkl

What is a Biome?

A biome is a natural area of plants and animals. The world is divided into lots of different biomes and they are all different depending on their climate.

Types of Biomes

There is no exact number when it comes to types of Biomes, but many people believe there are six main ones:

Aquatic
This is the largest biome out there, covering nearly 75% of our planet and can be divided into two main categories: freshwater and saltwater.
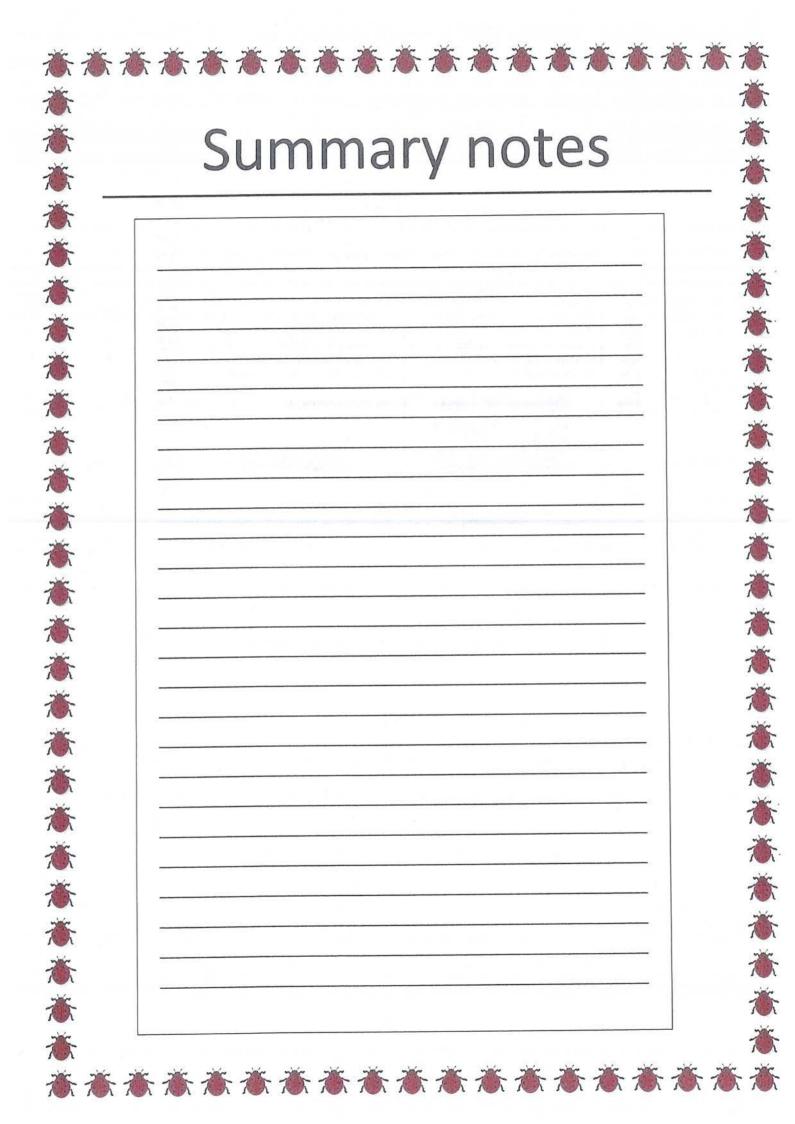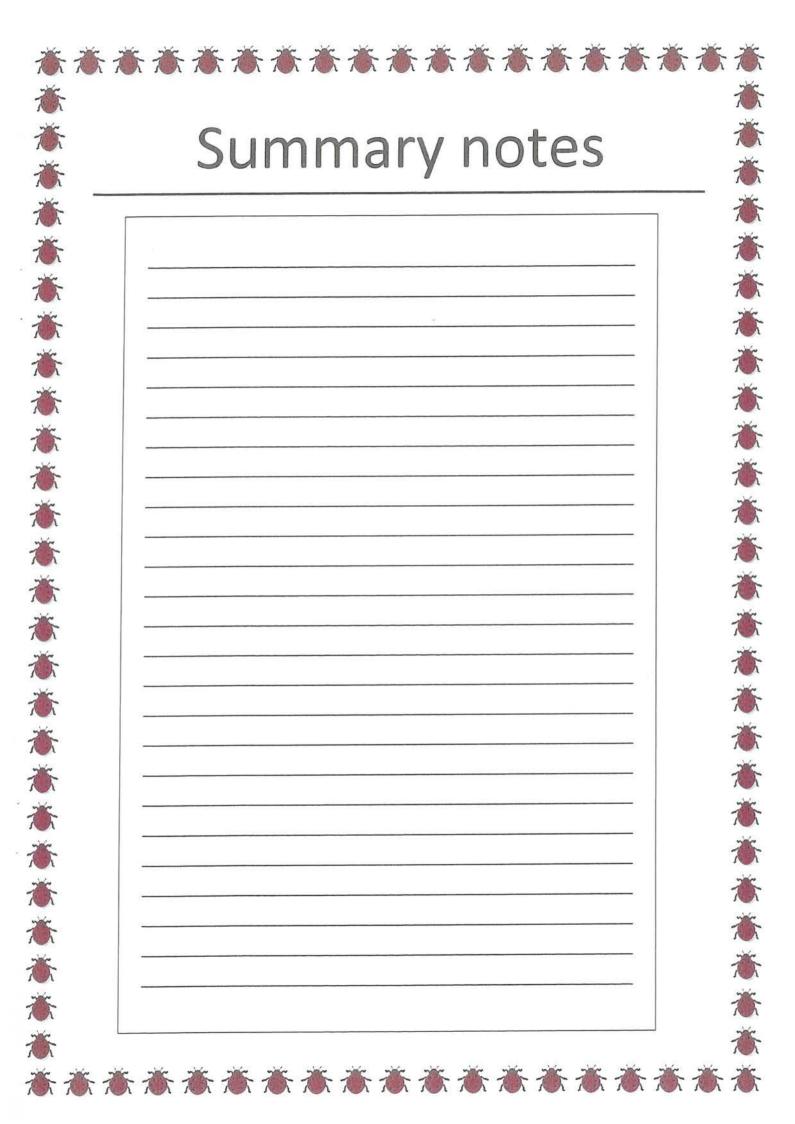
Desert
These biomes cover about one fifth of our planet's land area and are extremely dry. Depending on their location, they can be either hot or cold. Plants and animals have evolved over time to adapt to the harsh environment.
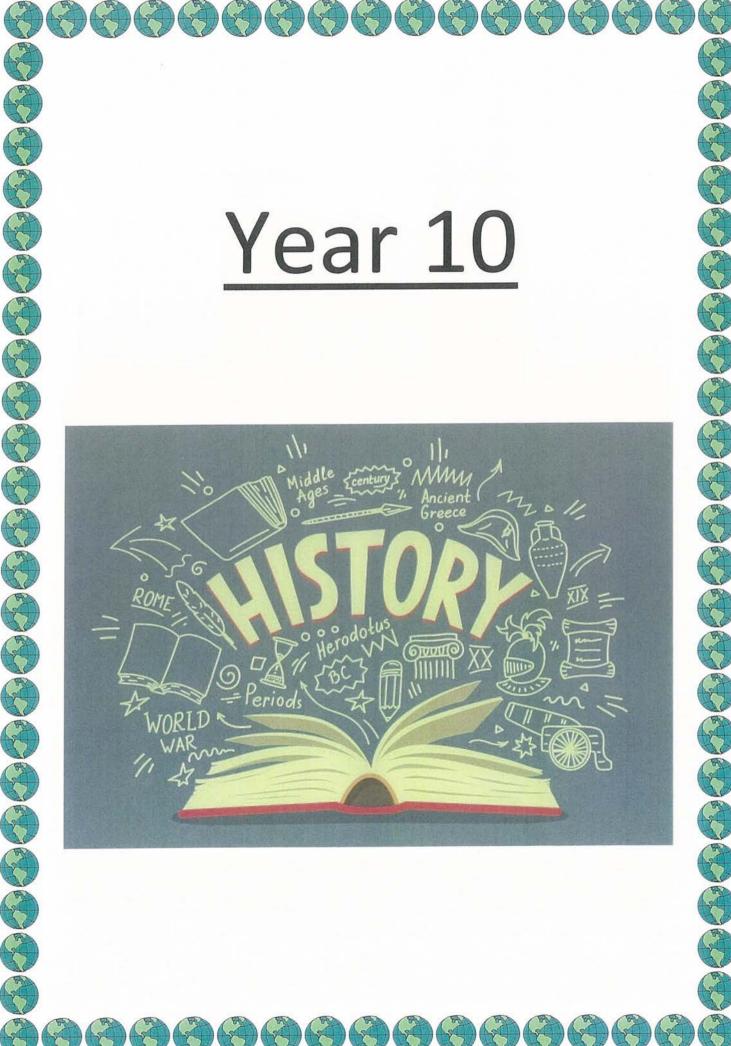
Summary notes

Summary notes

Year 10

Rights and

Freedoms

GLOSSARY.

Complete definitions of these terms as you encounter them in class.

TERM	DEFINITION
Aboriginal	
Aborigines Protection Act	
Assassination	
Assimilation	
ATSIC	
Basic Wage	
Boycott	
Breadwinner	
Civil Disobedience	
Disenfranchised	
FGM	
Franchise	
Genocide	
Glass Ceiling	
Harvester Judgement	
Intervention Policy	

Land Rights	
Liberationist	
Mabo	
Native Title	
Nobel Peace Prize	
Patriarchal	
Reconciliation	
Referendum	
Segregation	
Settlement	
Sit In	
Stolen Generation	
Tent Embassy	
Terra Nullius	
Wik	

The United Nations

- The primary role of the United Nations is the promotion of world peace. It also acts as a forum for the resolution of global problems.

- The United Nations Organisation (UNO) also plays many roles with regards to human rights.

- The UNO:

  a) Defines human rights for the world.
  b) Attempts to reach consensus on the definition of human rights.
  c) Provides a forum for debate about human rights.
  d) Enacts agreements, declarations and treaties.
  e) Promotes human rights through its agencies and missions.

- The United Nations has established many diverse programs and has a present focus on:

  a) Violence against women
  b) Genocide (after Rwanda and Darfur)
  c) Indigenous people
  d) Children and armed conflict
  e) The Holocaust
  f) Disability issues
  g) Eliminating terrorism.

WORD FIND.

Find the words in the matrix below and then carefully explain them:

```
Q U N W T Y T M Y G L H V R J K E S A J S X M H I
F I U D E M H Y T D O H E S G F W Q X G B Z S U Q
C B W A C T S B N L L W L G K W R B E Z Q M O T R
Q U P X O F R Q G T R N T Y X R A N X S N C F I C
E O Z Q J V R V I C E K R U O G E P W Z E O Z Y T
R I B G T Z M W E Z H I E V S R F E E A L F X K A
V R N K R P S U R A T I V M A U G I K F W Y F W U
S S O F E J R Z E L H Y D L U F L C X K R H F G D
L O K V A D F Z V R E S A N W B D V U Y W P U D W
A I F M T L N X O E M S O U D C E P C F F X K Z A
Y U N T Y S N O S K S R N O F X E S R C C N S S Q
A E U H L J L M I E L I C N U O C Y T I R U C E S
E I A Q I A I A M T Y L S P C M J P S H G H U S L
U G T J F T W B F D A K V M V B I F S Y K D K I S
Z D X F E R L E A Y R C H R M Z S L I J N K I B E
B Z I V V Y Y C W X E Y I V X X W Z Y O O F Q H Y
W I H Z V P I H Q Y F I R F S T O A I T L A F Y W
A S C R G B Z K B X Y F V O I L V T W Q U K B P W
V G W Q E Q U Y Z E R C F M Z T N V P Z R B B K C
B Q J P T G L U J G H Y B T D E A J C I Q H J O P
W L H X R B N H N S I X C B V H B R K W S N J K L
U M S R T C T J P P Z M B N D Z Y P G U E D E S V
B X I U D B T E E M E B O K L O Z M Z V X S I X P
H Y I W B J D J H V P C O X O W X S A N C T I O N
X S B H W O L U A R B N D L I Y F E J I Y Y U H O
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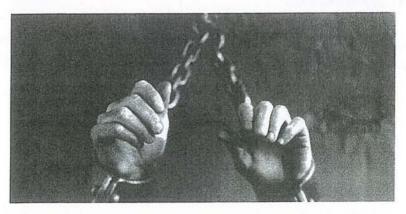
CONVENTION: _____

GENERAL ASSEMBLY: _____

ICJ: _____

RATIFICATION: _____

SANCTION: _____

SECURITY COUNCIL: _____

SOFT LAW: _____

SOVEREIGNTY: _____

TREATY: _____

UNO: _____

Universal Declaration of Human Rights

- On December 10th, 1948 the UN Declaration of Human Rights came into existence in order to recognise the dignity, equality and **inalienable** rights of all human beings.

- The Declaration was developed as a result of the abuses of human rights which occurred in the first and second world wars.

- The Declaration was declared by 48 votes in favour and zero against. However, there were **abstentions.**

- Recognition of human rights was seen to be the foundation of freedom, justice and peace in the world.

- The Declaration is viewed as a common standard for all people to achieve recognition and equality before the law.

- The Declaration provides the following:

  a) Everyone has the right to life, liberty and security of person.
  b) No one shall be held in slavery or servitude.
  c) No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
  d) No one shall be subjected to arbitrary arrest, detention or exile.
  e) Everyone has the right to leave any country, including their own and to return to their country.
  f) Everyone has the right to freedom of peaceful assembly and association.

- Whilst the declaration is difficult to enforce, it has the effect of defining human rights and it acts as a foundation for many other international treaties on human rights

International Covenant on Civil and Political Rights

- **Civil and political rights** relate to the treatment of the individual as both an individual and as a member of a wider society.

- These rights function to protect people from the actions of oppressive governments.

- The principal instrument is the **International Covenant on Civil and Political Rights**, which was adopted in 1966 and came into force in 1976.

- In the Covenant, all parties agree to respect all individual rights established under the Covenant, including the rights to life and freedom of expression.

- One of the important functions of the Covenant was the establishment of the International Human Rights Commission.

- The commission's role is to monitor the implementation of human rights policies throughout the world.

Economic, Cultural and Social Rights

- The International Covenant on Economic, Social and Cultural Rights was drawn up by the United Nations and came into force in 1976.

- The function of the Covenant is to ensure that everyone is provided with everything they need in order to maintain human dignity.

- The Covenant protects the right of all people to:

  a) Equal pay for equal work
  b) Work and to freely choose work
  c) Strike
  d) Education.

- This recognises the rights of individuals, within a social group, to practise their own culture.

- For example, recognition is given to Muslim practices in Australia, with the courts upholding freedom of religion, equating mosques with churches.

- Over the last 20 to 30 years there has been an increased awareness of the rights of groups to their own cultural and social organisation.

- These rights have been reflected domestically through the adoption of the concept of multiculturalism in Australia.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS.

The false statements are found on the left. Write them correctly in the space on the right.

FALSE STATEMENTS	TRUE STATEMENTS
On December 10th 1918, the UN Declaration of Human Rights came into existence in order to recognise the dignity, inequality and alienable rights of all human beings.	
The Declaration was developed as a result of the abuses of human rights which occurred in the Napoleonic War.	
The Declaration was declared by 148 votes in favour and 50 against. There were no abstentions.	
Recognition of human rights was seen to be the foundation of hope, victory and inequality in the world.	
The Declaration is viewed as a common standard for some people of the world to achieve recognition and equality before the law.	
The Declaration provides that everyone has the right to life, liberty and security of property.	
The Declaration also provides that only criminals can be subjected to torture or cruel, inhuman or degrading treatment or punishment.	
The Declaration is easy to enforce and it defines human rights around the world and is included in all national legislation.	

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS. ANSWERS.

FALSE STATEMENTS	TRUE STATEMENTS
On December 10th 1918, the UN Declaration of Human Rights came into existence in order to recognise the dignity, inequality and alienable rights of all human beings.	On December 10th 1948, the UN Declaration of Human Rights came into existence in order to recognise the dignity, equality and inalienable rights of all human beings.
The Declaration was developed as a result of the abuses of human rights which occurred in the Napoleonic War.	The Declaration was developed as a result of the abuses of human rights which occurred in the first and second world wars.
The Declaration was declared by 148 votes in favour and 50 against. There were no abstentions.	The Declaration was declared by 48 votes in favour and zero against. However, there were abstentions.
Recognition of human rights was seen to be the foundation of hope, victory and inequality in the world.	Recognition of human rights was seen to be the foundation of freedom, justice and peace in the world.
The Declaration is viewed as a common standard for some people of the world to achieve recognition and equality before the law.	The Declaration is viewed as a common standard for all people of the world to achieve recognition and equality before the law.
The Declaration provides that everyone has the right to life, liberty and security of property.	The Declaration provides that everyone has the right to life, liberty and security of person.
The Declaration also provides that only criminals can be subjected to torture or cruel, inhuman or degrading treatment or punishment.	The Declaration also provides that no one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment.
The Declaration is easy to enforce and it defines human rights around the world and is included in all national legislation.	Whilst the declaration is difficult to enforce, it has the effect of defining human rights and it acts as a foundation for many other international treaties on human rights.

HUMAN RIGHTS TREATIES.

Answer true or false to the following statements:

Statement	True or false
Civil and political rights relate to the treatment of the individual as both an individual and as a member of wider society.	
The main function of civil and political rights is to protect people from the actions of democratic governments.	
The principal instrument of civil and political rights is the International Covenant on Human Rights, which was adopted in 1926 and came into force in 1936.	
In the Covenant, all parties agree to respect all individual rights established under the Covenant, including the rights to life and freedom of expression.	
One of the important functions of the Covenant was the establishment of the International Human Rights Court and Human Rights Prison.	
The role of the International Human Rights Commission is to monitor the implementation of human rights policies throughout the world.	
The International Covenant on Economic, Social and Cultural Rights was drawn up by the United Nations and came into force in 1946.	
The function of the Covenant on Economic, Social and Cultural Rights is to ensure that everyone is provided with everything they need in order to maintain human dignity.	
The Covenant protects the right of all people to equal pay for equal work, to work and to freely choose work, to strike and to education.	
The Covenant on Economic, Social and Cultural Rights recognises the rights of individuals, within a social group, to practice their own culture.	
Over the last 20 to 30 years there has been a decreasing awareness of the rights of groups to their own cultural and social organisation.	

HUMAN RIGHTS TREATIES. ANSWERS.

Statement	True or false
Civil and political rights relate to the treatment of the individual as both an individual and as a member of wider society.	True
The main function of civil and political rights is to protect people from the actions of democratic governments.	False
The principal instrument of civil and political rights is the International Covenant on Human Rights, which was adopted in 1926 and came into force in 1936.	False
In the Covenant, all parties agree to respect all individual rights established under the Covenant, including the rights to life and freedom of expression.	True
One of the important functions of the Covenant was the establishment of the International Human Rights Court and Human Rights Prison.	False
The role of the International Human Rights Commission is to monitor the implementation of human rights policies throughout the world.	True
The International Covenant on Economic, Social and Cultural Rights was drawn up by the United Nations and came into force in 1946.	False
The function of the Covenant on Economic, Social and Cultural Rights is to ensure that everyone is provided with everything they need in order to maintain human dignity.	True
The Covenant protects the right of all people to equal pay for equal work, to work and to freely choose work, to strike and to education.	True
The Covenant on Economic, Social and Cultural Rights recognises the rights of individuals, within a social group, to practice their own culture.	True
Over the last 20 to 30 years there has been a decreasing awareness of the rights of groups to their own cultural and social organisation.	False

HUMAN RIGHTS ABUSES. FILM ACTIVITY.

Choose a film from the list below.
Watch it and write a report on it (using the questions which follow).

- 12 Angry Men (1957) (Jury trial of a Jewish man)

- To Kill a Mockingbird (1962) (Trial of a black man for rape)

- The Year of Living Dangerously (1982) (Sukarno's Fall)

- Rabbit Proof Fence (2002) (Aboriginal stolen generation)

- The Pianist (2002) (Polish Jew's experience of the ghettos.)

- In the Name of the Father (1993) (IRA Bombing trial)

- Schindler's List (1993) (Holocaust)

- The Killing Fields (1984) (Pol Pot and the Genocide in Cambodia)

- Hotel Rwanda (2004) (Genocide in Rwanda)

- Not Without My Daughter (1991) (American woman flees Iran)

- Philadelphia (1993) (Unlawful dismissal of a man with AIDS)

- North Country (2005) (Sexual Harassment of female mine workers)

- Once Were Warriors (1994) (Domestic violence/ Maoris)

- If These Walls Could Talk (2000) (Abortion rights in the USA)

- Mandela (Incarceration under South African Apartheid)

QUESTIONS:

a) What aspect of human rights is depicted in the film?

b) What politics are behind the issue discussed?

c) How is the reality different to what was portrayed in the film?

HUMAN RIGHTS ABUSES. READING ACTIVITY.

Choose one book from the list below.
Read it and write a report on it (using the questions which follow).

BOOK	AUTHOR	TOPIC
The Chant of Jimmy Blacksmith	Thomas Keneally	Aboriginal disenfranchisement and discrimination
Evil Angels	John Bryson	The trial of Lindy Chamberlain
To Kill a Mockingbird	Harper Lee	Trial of a black man for the rape of a white woman
The Pianist	Wladyslaw Szpilman	Polish Jew in the WWII Nazi established ghettos.
The Bone Woman	Clea Koff	An anthropologist examines the sites of mass graves in Rwanda and Yugoslavia.
Tell Me I'm Here	Anne Deveson	Woman's fight to cope with the mental health system and her schizophrenic son.
Biko	Donald Woods	Murder of a black South African under the rule of Apartheid.
Dead Man Walking	Helen Prejean	Death penalty cases in the USA.
Not Without My Daughter	Betty Mahmoody	American woman's desperate flight out of Iran.
Desert Flower	Waris Dirie	Somalian woman's story of the practice of female circumcision.

QUESTIONS:

a) What aspect of human rights is depicted in the book?
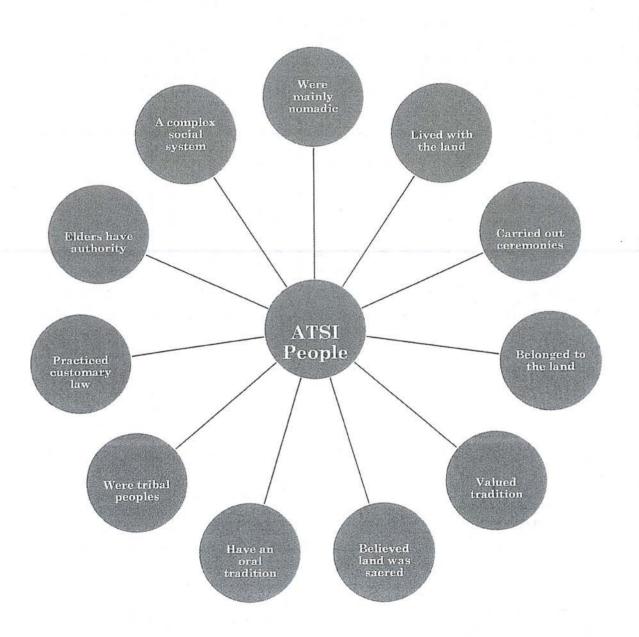b) How has the author contributed to the development of human rights?

WORD FIND.

Find the words in the matrix below and then carefully explain them:

```
F Z E U F I F M B K M S O G T Z S D C L H R R J R
G Y T I M D X V B J T P A D O A E S X E P Q T Z F
S X V I B H Q F R H T M I R E G L L Y K H O F R L
R S E E F H A A G N W A Z W R M Q A C E R B P I L
N M Y W H S F I K T K Y T A K U G V U T E L I X E
P O K X P F R Q K W H A D P M G E E U G J D T A X
H P I T W N A N V N W I U V F U I R S Q V V S D V
M C M S A R M P Q N N H N Z H S E Y Z P S T O E C
H G H M S G M A J G S T H G I R L A R U T L U C J
N Z U K O E D V T A K P M A W E D I L M H O G K O
O H Y S U S R R B Q H O T C M Q W X W E G I N F T
Y W U J I N E P C O V E N A N T A R Z A I D N Z Q
O R N E X A Y V X C V I N Z R N X D Q V R U K B Z
K G N A T O P G D E M G F R S B R Z G L L R T O S
O G E M X P M B E Y E H P Z N T Q U N X I E N R R
K H E N D W D M O C K E X X L F I K W P V K U G B
K N O L O C V C S Y P B R I V A D O C R I A Q Y V
T N J F W C E P L Z T C D F J L X M H V C L C V K
L C J L N L I V T P N X X E Y M V X S M H Q L U B
K A R A Y H D D P H K W N N W A S F G S N O A H G
C P K S P R T H E G U M D Z F R N D X C R K B H S
V J R T K D H J L G H M U L H C R Z G O H L J C I
T O K W P P T R Y K Z K Y M D G V S A A L K I A U
O S R R I F B B U C T F B S B F K Q J B X J U L D
S A I E Y N H X Z Y P N U R B I D V M Q L G H F D
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CIVIL RIGHTS: _____

COVENANT: _____

CULTURAL RIGHTS: _____

DEGRADING TREATMENT: _____

EXILE: _____

FREE EXPRESSION: _____

GENOCIDE: _____

HUMAN RIGHTS: _____

SLAVERY: _____

TORTURE: _____

ABORIGINAL PEOPLE.

Were mainly nomadic

A complex social system

Lived with the land

Elders have authority

Carried out ceremonies

ATSI People

Belonged to the land

Practiced customary law

Were tribal peoples

Valued tradition

Have an oral tradition

Believed land was sacred

The Struggle for ATSI Rights

Date	Event
Pre 1788	No "government" as such had existed for 40,000 years. Organisation of society was according to customary law.
1788	"Settlement" of the Australian colony according to the doctrine of Terra Nullius by the British.
Post 1788	Aboriginal numbers began to dwindle. They experienced the introduction of European diseases, massacres and imprisonment due to breaches of foreign colonial laws.
1883	Aborigines Welfare Board was established to allow for a better relationship between Aborigines and Police.
1902	The Franchise Act stated: *"No Aboriginal native.....shall be entitled to have his name placed on the Electoral Roll".*
1908	Pensions law excluded Aboriginal people from receiving pensions.
1909	The Aborigines Protection Act was introduced in order to: a) establish settlements, reserves and missions to limit Aboriginal movements b) restrict alcohol consumption c) control employment d) protect them from being murdered by white people e) establish assimilation programs. Police could remove a child from its parents if they believed the child's morals and physical welfare could be developed better elsewhere.

1961	Assimilation Policy was formally adopted by Federal and State governments.
1962	The Commonwealth Electoral Act was amended to allow Aborigines to vote in Federal elections.
1967	A referendum was passed to amend the Constitution and allow Aborigines to be counted in the census as part of the Australian population. Prior to this, Aborigines were classed amongst Australia's "flora and fauna".
1972	Department of Aboriginal Affairs was established.
1975	The Racial Discrimination Act (Cth) was passed and outlawed discrimination based on race.
1976	Aboriginal Land Rights Act (NT) is passed.
1991	Royal Commission into Aboriginal Deaths in Custody (The Muirhead Inquiry) investigated the deaths of 99 indigenous people in police and prison custody and presented its findings.
1992	The Mabo case concluded and determined that Terra Nullius was wrongly applied to the Australian continent.
1993	The Native Title Act was passed & it established the principles & processes for establishing Native Title.
1996	The Wik Judgement recognised that pastoral leases and Native Title can coexist.
2007	The Howard Government engaged in the Aboriginal Intervention Policy which was designed to protect the large numbers of children found to be physically and sexually abused in remote Aboriginal Communities.
2008	The Rudd Government formally apologised for the suffering of Aboriginal people due to the policies and laws of many colonial and Australian governments.

The 1938 Day of Mourning

January 26, 1938

150 Years Since "Invasion"

Approximately 100 Aboriginal Men, Women and Children met in the Australian Hall in Sydney

The purpose was to:

a) Dismantle the Aborigines Protection Board

b) Make ATSI People citizens

This was the first Aboriginal Civil Rights Gathering

It was the beginning of the Aboriginal Political Movement

Experiences of the Stolen Generation

- Due to the **Aborigines Protection Act** of 1907, many Aboriginal children were removed from their families between 1910 and 1970.

- Up to 100,000 Aboriginal children were taken forcibly or under duress from their families by police or welfare officers. Most were under 5 years old.

- Most were raised in Church or state institutions. Some were fostered or adopted by white parents.

- In their new homes they:

  a) Suffered physical and sexual abuse
  b) Had poor food and living conditions
  c) Received little education
  d) Were expected to work
  e) Experienced bans on speaking their native language.

- The main reason for this policy was to '**assimilate**' Aboriginal children. Parents were not told where their children were and could not trace them.

- The children were told that they were orphans.

- Most grew up without family ties or cultural identity.

- As adults, many suffered insecurity, lack of self-esteem, depression, suicide, abuse of alcohol and drugs.

- Lacking a parental model, many had difficulty bringing up their own children.

- The scale of separation also had profound consequences for the whole Aboriginal community – such as an abiding distrust of Government, police and officials.

- A National Inquiry was set up in 1995. Its 1997 Report '*Bringing Them Home*' contained harrowing evidence and alluded to the Stolen Generation as an act of **genocide.**

- In 2008 Prime Minister Kevin Rudd formally apologised to the Aboriginal people for the atrocities they had experienced at the hands of the British Settlers and other Australian Governments. Included in this apology was specific mention of the Stolen Generations.

Sorry Day 2008

- On February 13th 2008, the newly elected Rudd government officially said sorry to the Aboriginal and Torres Strait Islander Peoples for the abuses they had experienced since British settlement.

- It was an apology for the laws of successive Australian and colonial governments which caused irreparable harm to generations of Aboriginal people.

- It was a way to honour the indigenous peoples of Australia and one of the oldest continuing cultures in human history.

- The Rudd government viewed the speech as a step towards reconciliation and as a way of healing the past and looking forward to the future.

- Furthermore, the speech was a formal resolution to never repeat the mistakes of the past.

- The Rudd Government viewed the speech as a way of looking forward with mutual:

  a) respect
  b) responsibility
  c) resolve.

SORRY DAY 2008.

The false statements are found on the left. Write them correctly in the space on the right.

FALSE STATEMENTS	TRUE STATEMENTS
On January 26th, 1901 the newly elected Barton government officially said sorry to the Aboriginal and Torres Strait Islander Peoples for the abuses they had experienced since British settlement.	
It was a congratulations for the laws of successive Australian and colonial governments which had protected generations of Aboriginal people.	
It was a way to destroy the indigenous peoples of Australia who are one of the oldest continuing cultures in human history.	
The Rudd government viewed the speech as a step towards self determination and ceding from the Commonwealth.	
The speech was an informal resolution to repeat the mistakes of the past.	
The Rudd Government viewed the speech as a way of looking backwards with mutual disrespect, mutual responsibility and mutual resolve.	

RESEARCH TASK.

Using a range of sources, describe the experiences of the people who were forcibly removed from their homes under the Aborigines Protection Act.

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RESEARCH TASK.
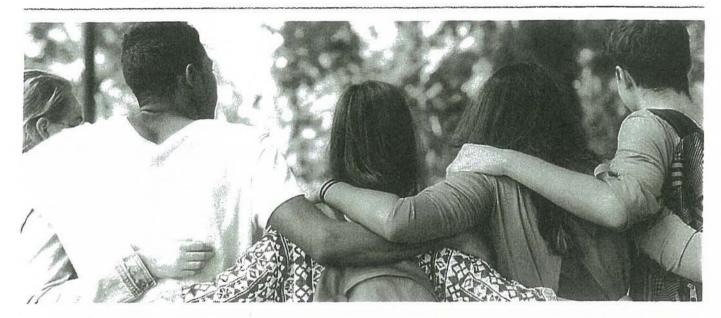
Describe the effects of the assimilation policy for the rights and freedoms of Aboriginal and Torres Strait Islander Peoples.

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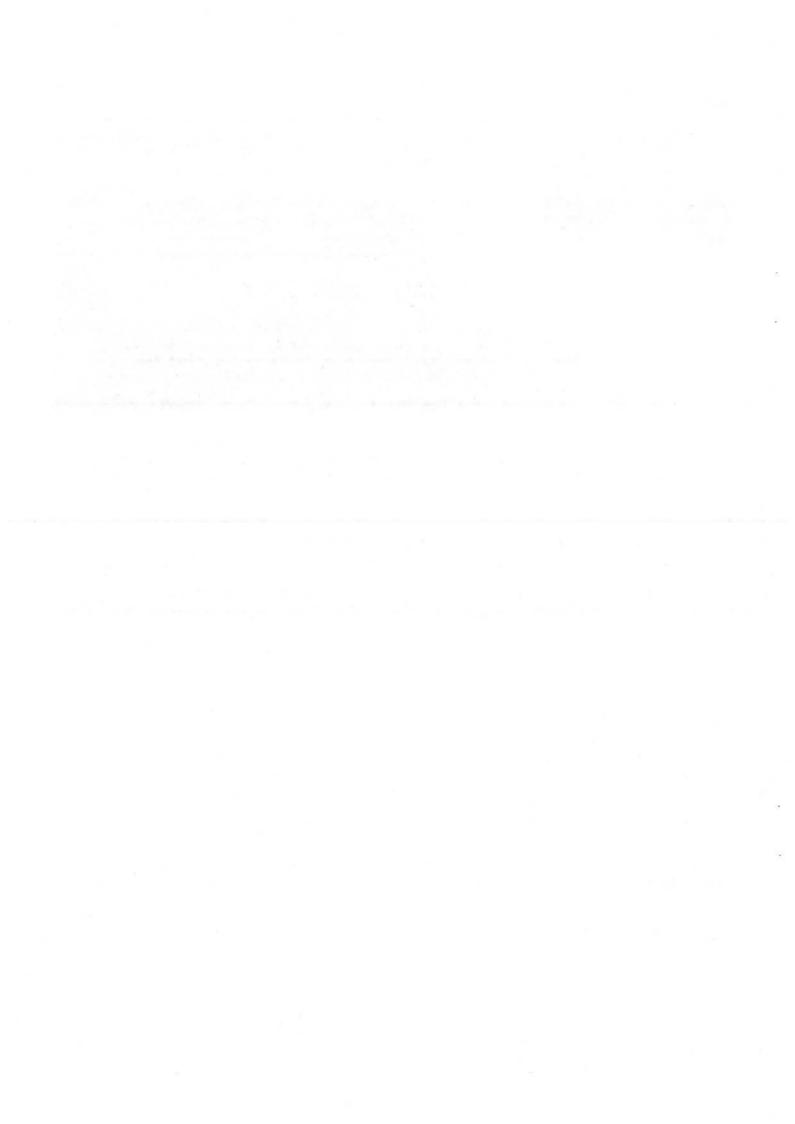
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Year 10

PE

Diversity

Diversity means 'a situation where there are a range of different things'. Diversity is a noun, a thing, a concept. The idea of diversity celebrates the ways that people are different, various and unique. This page covers several types of diversity. It will help build your word-power in relation to diversity.

1. **Draw a line to match the type of diversity with the correct definition.**
2. **Then draw a second line from the definition to the matching example of diversity.**

Type of diversity	Definition	Example of diversity
Gender diversity	The location where people grew up and where they live	An inexpensive training course so that people from any financial background can participate
Cultural diversity	A range of different ages from younger to older people	A workplace where people from many different races and ethnic groups work
Socioeconomic diversity	Male or female or gender non-specific	A conference inviting attendees from many different countries
Geographic diversity	Financial and social position compared with others	Installing a wheelchair ramp to a building so that people in wheelchairs can enter
Disability diversity	Speaking different languages	Respectful conversations between ministers from different faiths and religions
Language diversity	Differences in physical and mental conditions and capacities	Students speaking languages other than English in the classroom and playground
Age diversity	Followers of different beliefs and religions and no religion	Teenagers and seniors working together
Religious diversity	Racial or ethnic background	A school attended by equal numbers of male and female students

Valuing Diversity

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i  s  r  a  c  i  s  m  j  o  i  l
n  d  g  w  e  l  l  b  e  i  n  g
f  h  r  f  e  r  u  t  l  u  c  u
l  m  i  n  o  r  i  t  y  s  l  y
u  e  t  s  c  q  r  m  r  e  u  t
e  v  j  y  s  u  a  o  d  g  s  i
n  a  h  t  g  y  t  l  p  y  i  n
c  l  k  e  r  g  h  q  e  x  o  u
e  u  o  f  e  f  i  k  n  i  n  m
b  e  h  a  v  i  o  u  r  s  t  m
e  s  w  s  b  e  l  i  e  f  s  o
d  u  g  n  i  y  l  l  u  b  s  c
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culture	inclusion	influence
beliefs	wellbeing	community
behaviours	safety	bullying
values	minority	racism

Valuing Diversity Mix 'n' Match

Consider the different categories that can fall under diversity. Choose a category and match it to an environment by drawing a line. Explain how valuing diversity has a positive impact within that environment.

Category	Environment
disability	community
gender - male	sporting club People who have a disability are great role models. They show determination and resilience that everyone can learn from.
gender - female	school
age - teenagers	community
age - adults	sporting club
age - elderly people	school
religion or spiritual belifs	community
cultural heritage	sporting club

Valuing Diversity

In what ways are people discriminated against? Give examples.

Sporting and community groups counter all forms of discrimination by _____

_____

Identity and gender

Relating verbs

When we describe something, we use relating verbs.
Relating verbs connect information. In your writing, you
should use a range of different verbs and make sure your
choice makes sense in the sentence.

> **Relating verbs**
>
> am, is, are, was, were, has, have, had,
> includes, consists of, represents, relates to, involves,
> means, symbolises, signifies

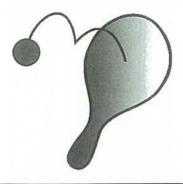**Underline all the relating verbs in this paragraph.**

Personal identity means ideas about who we are. Our sense of identity represents our personality and
how we feel about ourselves. Identity involves how each person is unique and different from other
people. Each person has individual characteristics, strengths and weaknesses and these also relate to
identity. Identity involves our friendship groups and family too. Identity also consists of our cultural
background, religion, interests, geographical area and relatives.

**Choose a relating verb from the box to finish each sentence. Use a different one each time
and ensure it makes sense in the sentence, as not all verbs will suit every sentence.**

1. Each individual _____ his or her own sense of identity.
2. Gender _____ a big part of a person's identity.
3. Many stereotypes _____ a significant influence on gender identity.
4. Male stereotypes in the media often _____ power and aggression.
5. In contrast, female stereotypes in the media _____ beauty and family.
6. Even young children are exposed to gender stereotypes. Pink clothing and dolls _____ girls
   while blue clothing and toy trucks _____ boys.
7. These gender stereotypes _____ culturally created, which means that society creates and
   reinforces them.
8. Different cultures _____ different stereotypes for male and female identities.
9. It _____ important for young people to consider how stereotypes can influence our identity.
10. Write a short paragraph explaining how gender identity is shown in TV shows you watch.
    Use relating verbs.

    _____

    _____

    _____

    _____

    _____

Resilience

This ball is resilient because it bounces and rebounds on the paddle. The word 'resilience' comes from the Latin word 'resilire' which means to spring back or rebound.

We can call someone resilient if they show the capacity to deal with life's problems (e.g. He is a resilient person) or we can write about the quality of resilience as a thing (e.g. He showed resilience in that situation).

Many people are confused about these two words: your and you're

your
a pointer (possessive pronoun) that shows it belongs to you

e.g. **Your** friends are very important.
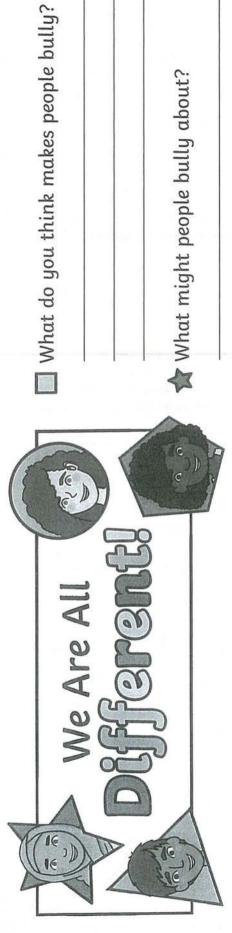
you're
a contraction, a shortened way of writing 'you are', the apostrophe means that a letter is missing
e.g. When **you're** feeling stressed, problems can seem bigger.

Place the word 'your' or 'you're' on the line so that each sentence makes sense.

1. Resilience is like a bouncing ball – it means that you can bounce back after challenges in _____ life.
2. If _____ resilient, it means that you can manage change, challenges or difficulties.
3. When _____ growing from a child to an adolescent to an adult, resilience is particularly important.
4. During adolescence, _____ body is changing and _____ experiencing rapid psychological and social changes too.
5. To build your resilience, in _____ friendship groups, you should try to support each other and listen to each other.
6. If _____ experiencing regular arguments or bullying in _____ friendship group, maybe it's time to find some new friends.
7. When things are tough, you can gain perspective on _____ troubles by helping others. _____ school will probably have links with charities and organisations where you can volunteer your time and help others.
8. Make sure that _____ getting enough sleep and exercise. If _____ feeling tired and grumpy, a simple solution could be to go to bed earlier.
9. When you think about _____ day, remember to include positive things, rather than always focusing on _____ problems and what went wrong.
10. Notice if _____ being too negative. Maybe _____ 'inner critic' is speaking up too often and needs a break.

Think about resilience. In what ways are you resilient? In what ways do you need to become more resilient? Write your reflections on these lines.

_____
_____
_____
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We Are All Different!

◯ Can you list some things that make us different?

△ What things make us special?
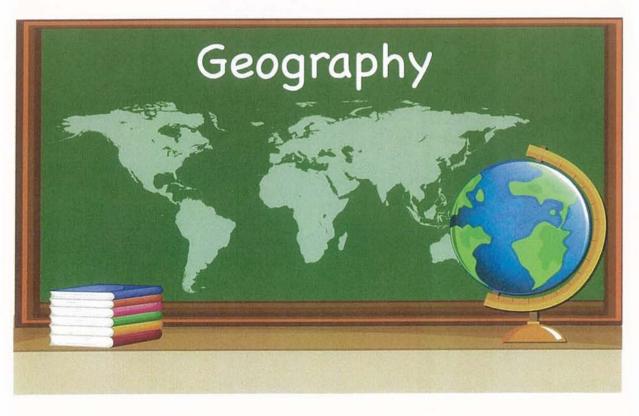
⬠ What do you have that no one else has? What can you do that is special?

◼ What do you think makes people bully?

★ What might people bully about?

⬡ We all have the right to be happy. What else do we have the right to?

◆ How could we use other people's talents?

Year 10
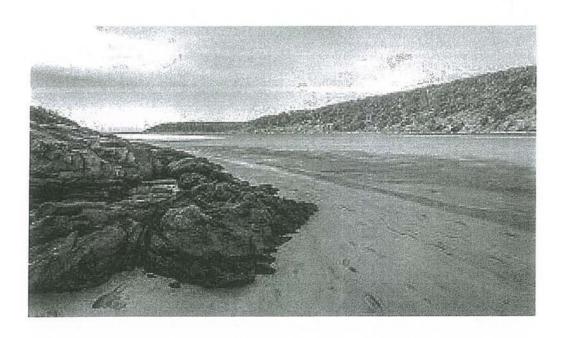
Geography
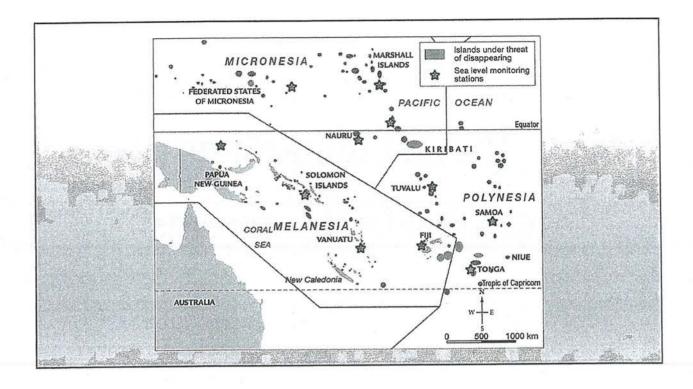
What impacts do human have on our coastlines?

1. Read through the following PowerPoint and write half a page of summary notes.
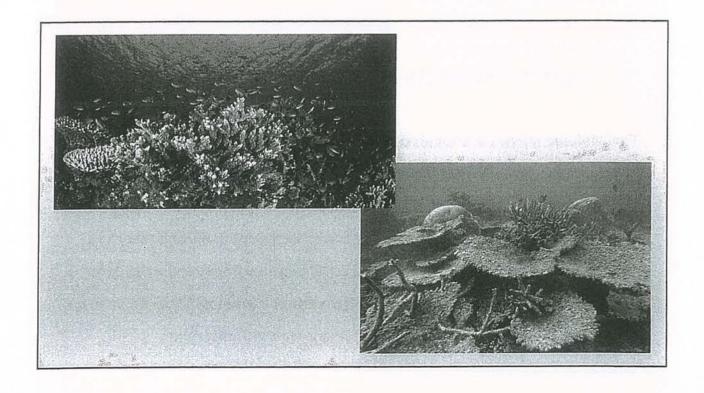
2. Complete 'Human causes of coastal change' worksheet.

Human Impacts on

Coastal Environments

Human Impacts on Coastal Environments

As a result of climate change, many low-lying islands will be flooded by the sea. Many island groups in the Pacific and Indian Oceans will be almost completely inundated by 2050. Coastal storms, tsunamis, flooding, inundation, erosion, deposition and saltwater intrusion into freshwater supplies present a combined threat to coastal regions. Due to environmental change some people have already had to move, and many more could be without a home in our lifetime.

Human Impacts on Coastal Environments

The economies of these Pacific Islands are small-scale, with a reliance on what limited natural resources occur on the islands and in the surrounding ocean waters. Due to sandy soils and low altitudes, although rainfalls can be plentiful, little can be retained as streams are few and groundwater is scarce. Hence any incursion by sea water can be devastating for agricultural produce, the urban environment and tourism, which has more recently become a money earner for these islands.

Human Impacts on Coastal Environments

Apart from the predicted rise in sea levels due to global warming, a secondary impact on the life of Islanders will be increases in the temperature of the sea, which will affect coral reefs and fish stocks that live in that environment. As for the Great Barrier Reef in Australia, bleaching and death of coral reefs can lead to the destruction of the whole aquatic ecosystem, and this will have devastating impacts on the Islanders' main diet, which is fish and other forms of seafood.

Human Impacts on Coastal Environments

The Pacific Islanders are strong advocates for the policies of the Kyoto Protocol on climate change. The Protocol has set up a range of measures to reduce the impact of greenhouse gas emissions by introducing carbon trading schemes and energy-efficient forms of technology such as wind and solar power.
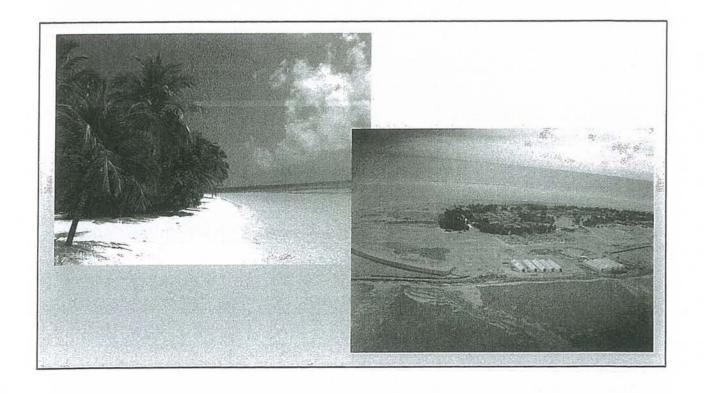
Kyoto Protocol

Human Impacts on Coastal Environments

The Maldive Islands are located in the Indian Ocean, to the south-west of India. There are about 1200 coral islands, grouped into 26 atolls, most of which average no more than one metre above sea level. Economically, the nation depends on tourism and the continuing appeal of its beautiful beaches. The Boxing Day tsunami of 2004 exposed how vulnerable the Maldives are, when the wave swept across many low-lying islands, causing widespread destruction of their fruit plantations.

Human Impacts on Coastal Environments

The longer-term threat to the Maldives, however, is posed by global warming. Sea levels are currently estimated to be rising by about 2 to 3 millimetres each year. Melting glaciers and polar ice are adding to the water volume of the oceans; also, as the water warms, its volume increases. The United Nations Intergovernmental Panel on Climate Change predicts that, by the year 2100, sea levels will have risen by anywhere between 9 and 88 centimetres.
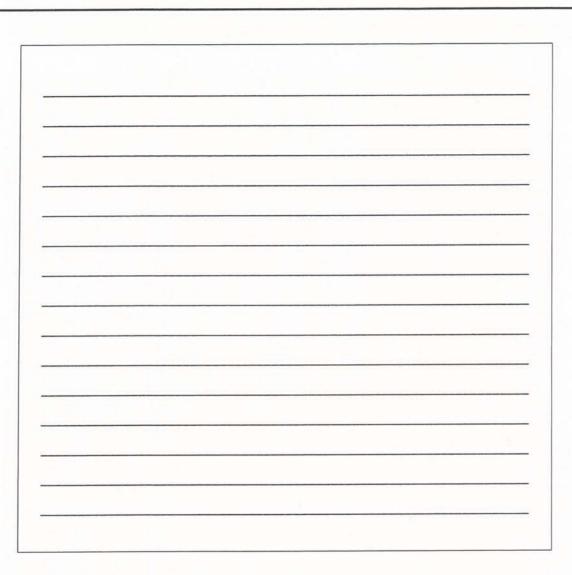
How to manage Coastal Change

- The coastal environment and the effect of physical processes.
- The effect of human activities within the coastal zone.
- The different perspectives of coastal users.
- How to achieve a balance between conservation and development.
- How decisions are made about the ways in which coasts will be used.
- How to evaluate the success of individuals, groups and the levels of governments in managing coastal issues.

Note take 3 points from each video surrounding Coastal Management strategies / projects in Australia:

https://www.youtube.com/playlist?list=PLZD7pEfcboUleKdV4rkDA0G QwH3i0tn_2

Summary notes

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Great Barrier Reef, Ningaloo Reef and Shark Bay Information Sheet

Read this information sheet before answering the comprehension questions.

Great Barrier Reef

- The Great Barrier Reef is located off Queensland's coast, in the Coral Sea.

- It is the world's largest coral reef system, stretching over 2000km.

- The Great Barrier Reef is listed a World Heritage Site due to its environmental importance and unique natural attributes.

- Over 1600 species of fish, 5000 types of mollusc, 125 species of shark and stingray can be found as part of the Great Barrier Reef's diverse wildlife, as well as 30 types of whale, dolphin, porpoise and dugong.

- Visitors to the Great Barrier Reef can swim, snorkel, dive, sail, fish in designated areas and take scenic flights.

Ningaloo Reef and Shark Bay

- Ningaloo Reef and Shark Bay are located on the north-west coastal region of Western Australia and both are listed as World Heritage Sites.

- Ningaloo Reef stretches 260km and is home to a variety of marine wildlife, including whale sharks and manta rays.

- Shark Bay has exceptional natural features, including diverse seagrass beds and stromatolites (deposits that are said to be the oldest lifeforms on Earth).

- Visitors to Ningaloo Reef and Shark Bay can snorkel, dive, sail, watch wildlife and camp.

Comprehension Questions

Read the information sheet on the Great Barrier Reef, Ningaloo Reef and Shark Bay and answer the following questions.

1. Where in Australia would you find the Great Barrier Reef?

   _____

2. Off the coast of which state would you find Ningaloo Reef and Shark Bay?

   _____

3. Fill in the blanks:

   The Great Barrier Reef, Ningaloo Reef and Shark Bay are all

   W_____ H_____ S_____.

4. The Great Barrier Reef is the world's longest reef system stretching over 2000km. How long is Ningaloo Reef?

   _____

5. What kinds of marine life would you find at the Great Barrier Reef and Ningaloo Reef? Name five.

   _____

   _____

6. Which two exceptional natural features would you find at Shark Bay?

   _____

   _____

7. What are two activities that you can do at the Great Barrier Reef and Ningaloo Reef?

   _____

   _____

8. What is an interesting fact you learned about the Great Barrier Reef?

   _____

   _____

   _____

9. What is an interesting fact you learned about Ningaloo Reef and Shark Bay?

_____

_____

_____

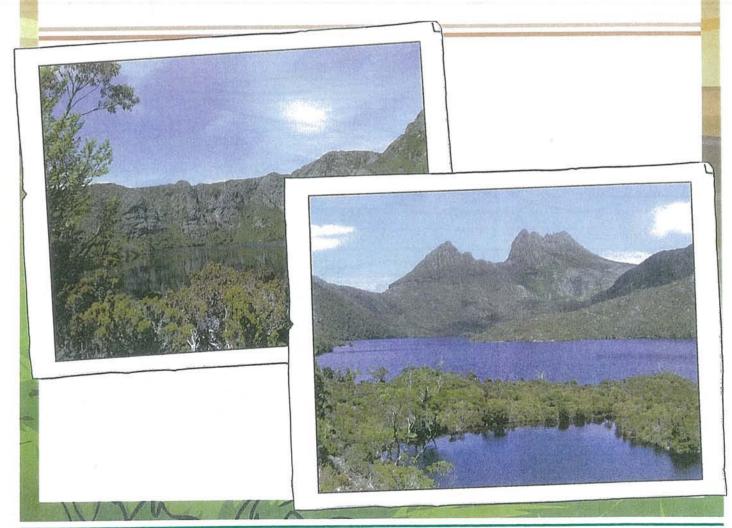10. Which one would you prefer to visit and why?

_____

_____

_____

_____

Cradle Mountain, Snowy Mountains and Flinders Ranges Information Sheet

Read this information sheet before answering the comprehension questions.

Cradle Mountain

- Cradle Mountain is in Tasmania, in the Central Highlands region.

- The mountain is located in the Cradle Mountain-Lake St. Clair National Park and is part of the Tasmanian Wilderness World Heritage area.

- Cradle Mountain is 1545m above sea level and is the fifth highest mountain in Tasmania.

- One of the main tourist attractions in Tasmania is Cradle Mountain.

- Visitors can participate in various activities, such as hiking around the base or up the mountain and watching wildlife.

Snowy Mountains

- The Snowy Mountains are located in southeast New South Wales and are part of the Great Dividing Range.

- Mount Kosciuszko is in the Snowy Mountains and is the highest mountain in Australia, at 2228m above sea level.

- The Snowy Mountains were used by Banjo Paterson to set his famous ballad, 'The Man from Snowy River'.

- Visitors to the Snowy Mountains can ski, snowboard, hike, mountain bike, go horse riding, camping and explore caves.

Flinders Ranges

- The Flinders Ranges are to the north of Adelaide and are the largest mountain ranges in South Australia.

- They are part of the Ikara-Flinders Ranges National Park and stretch for 430km.

- Wilpena Pound, a natural amphitheatre of mountains, is the most notable feature of the Flinders Ranges.

- The Flinders Ranges are home to many flora and fauna that adapted to the semi-arid climate, such as the Yellow-footed Rock-wallaby.

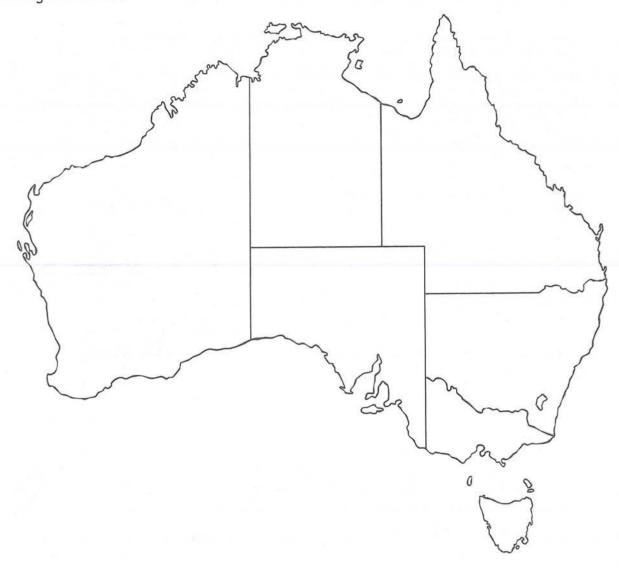- Visitors can hike, drive four-wheel vehicles, camp and take tours of the Flinders Ranges.

Comprehension Questions

Read the information sheet on Cradle Mountain, Snowy Mountains and Flinders Ranges and answer the following questions.

1. Mark on the map of Australia the location of Cradle Mountain, Flinders Ranges and the Snowy Mountains.

2. Why is the Snowy Mountains such a popular tourist attraction?

_____

_____

3. Flinders Ranges is home to the Yellow-footed Rock-wallaby. What other animals would you find in the semi-arid environment?

_____

_____

4. What is something Cradle Mountain, Flinders Ranges and the Snowy Mountains have in common? What are some of the main differences between the three places?

_____

_____

_____

_____

_____

5. Read the information about Cradle Mountain. What would an advertisement look like for the popular tourist attraction? Draw it below.

6. What are some activities you could do at all three natural locations?

_____

_____

_____

7. What is an interesting fact you learned about Cradle Mountain, the Snowy Mountains and Flinders Ranges?

_____

_____

_____

_____

8. What five items would you include in your backpack when visiting these three locations?

_____

_____

9. Which location would be your least favourite to visit and why?

_____

_____

_____

_____

10. Which one would you prefer to visit and why?

_____

_____

_____

_____