THE MAC.ROBERTSON GIRLS’ HIGH SCHOOL

Year 10
Curriculum Handbook
2016
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INTRODUCTION

A central aim of the school curriculum is to ensure every student achieves success through a challenging, innovative and broad curriculum. At Year 10, a combination of subject choices enables students to consolidate learning and investigate new subjects in a range of learning areas.

In 2016, the Year 10 curriculum at Mac.Rob is designed to provide breadth of knowledge and specialised learning pathways for all students. A rich, diverse and stimulating range of educational opportunities are provided to students. The Year 10 curriculum is based on AusVELS that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which is used to plan student learning programs, assess student progress and report to parents.

Students are challenged to extend their learning in a variety of ways, including undertaking the study of a VCE or VET subject in Year 10.

YEAR 10 YEAR LENGTH STUDIES
All students must undertake the core studies:

- English
- Health and Physical Education
- Languages *
- Mathematics

YEAR 10 SEMESTER LENGTH STUDIES
All students must undertake at least one subject in each of the following areas:

- Arts & Technology
- Humanities
- Science
- 1 x free choice from any elective study

LANGUAGE REQUIREMENTS

All students in Year 10 at Mac.Rob are required to be enrolled in a Language study. In an increasingly globalised world it is imperative that young people are equipped to participate in a global economy and society. The knowledge of other languages provides our students with the skills to operate in a highly connected world.

* For students enrolled in an External Language (Eg. Chinese), this may be considered their compulsory Language. Whilst many Year 10 students will continue with their school-based Language, some students will elect to make their external Language class, their compulsory Language requirement. For students who discontinue their Language study at school, they are able to choose two from any semester length study but cannot replace their Language study with a VCE study.

IMPORTANT POLICY REGARDING THE STUDY OF EXTERNAL VCE LANGUAGE SUBJECTS AT YEAR 10

Mac.Rob makes no stipulation about when students must complete external Language studies. It depends on a student’s workload and readiness to begin the final year of the Language course, including assessment which will count towards a Study Score for the subject.

Year 10 – some students feel they have done sufficient preparation for the Language by this time and are ready to proceed with Units 3 and 4^.

^ Note that this 3/4 Language counts towards the six total Unit 3/4 subjects you complete while at Mac.Rob.

Year 11 – this is the most common time for students to complete Units 3 and 4 in their external Language. The advantage in waiting until Year 11 is that students are more mature, have more developed study habits and have had greater exposure to the language. As mentioned above, this 3/4 Language counts towards the six total Unit 3/4 subjects you complete while at Mac.Rob.
Almost all Year 11 students complete a Unit 3/4 subject while in Year 11. This external Language would therefore be that subject. Students would then select six Unit 1/2 subjects at school. In cases where students are permitted to select two Unit 3/4 subjects in Year 11, they may study their external Language and one other Unit 3/4 subject at Mac.Rob.

*Whilst enrolment in an external Language in Year 10 satisfies the requirements to complete a core Language, proof of enrolment and continuation of External Language studies throughout Year 10 is required for students to withdraw from Language in 2015.*

**VCE STUDY INFORMATION**

As a Mac.Rob student you will be able to complete a total of SIX (6) Unit 3,4 courses to complete your VCE. This includes any external Language studies you might complete, or any other VET courses you undertake. The Mac.Rob VCE Handbook states that students are to complete no more than SIX (6) unit 3,4 courses in total to achieve their VCE.

Of these SIX (6) courses, all students are required to study a minimum of FOUR (4) Unit 3/4 subjects in year 12 at Mac.Rob. Some students will study TWO (2) unit 3,4 courses during year 11 and complete the remaining FOUR (4) unit 3,4 courses during year 12. Others will study ONE (1) unit 3,4 course during year 11 and complete the remaining FIVE (5) unit 3,4 courses during year 12. The decision as to how many VCE studies a student completes in year 11 is determined in consultation with a teacher during their ‘course counselling’ session in term 2 or term 3, 2015.

If a student completes an external language study, Eg unit 3,4 Mandarin, this will be included as ONE subject of the student’s TOTAL of SIX (6) VCE subjects they will complete. In this scenario, the student will then complete FIVE (5) other subjects at Mac.Rob, FOUR (4) of which must be undertaken in YEAR 12. This allows the student to ONLY complete ONE (1) unit 3,4 VCE study at year 11. The remainder of the students subjects at year 11 will comprise of unit 1,2 courses.

Please note that students are not permitted to repeat Unit 3/4 subjects unless serious health issues arise. Every student’s course will also be considered on an individual basis.

**VCE STUDY INFORMATION – course confirmation for external subjects**

Any student who is undertaking an external VCE study in either unit 1,2 or unit 3,4 (usually a language) must ensure they return their course confirmation form/course enrolment form to the VASS Coordinator in Senior School in term one. An example of the form appears on the following page.

Enrolment in studies should be confirmed by week 4 of term 1 (at the latest). Students who are studying at a Language School will need to collect their enrolment form from their Language school and return it to Mac.Rob to confirm their courses for study at the beginning of the school year. Mac.Rob does not support students repeating any VCE unit 3,4 subject and will not co-sign an enrolment form for a student to repeat a subject.
Assessing School Enrolment Notification

Assessing schools may enrol students on behalf of another school if they have been assessed as students by their home school and have met the necessary conditions. Assessments must be done in writing and sent to the VCAA. The enrolment form must be completed by both the student's home school and the assessing school. The student's home school will provide the necessary information to the VCAA for the assessment of the student's home school. The form must be completed by the student's home school and the assessing school. The form must be signed by both the student's home school and the assessing school. The form must be completed by both the student's home school and the assessing school. The form must be signed by both the student's home school and the assessing school.

Please print clearly and in CAPITAL LETTERS.

Date _____ / _____ / _____

Attention: VCE/VICAL COORDINATOR/VASS ADMINISTRATOR

At ____________________________

VCAA Home school code __________

Your student ____________________ (Family name) VCAA Student Number __________

(First name) ____________________ (Second name) ____________________

Will be assessed in the following units

<table>
<thead>
<tr>
<th>VCE unit code</th>
<th>VCE unit name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

To be assessed at this school ____________________________ (Assessment school name)

VCAA Assessing school code __________

Please ensure that he/she is currently enrolled with the VCAA by entering the details above on VASS.

Yours sincerely

Name ____________________________ Please print

Signed ____________________________

(Signature) ____________________________

Telephone ____________________________

(VCAA coordinator) ____________________________

Email address ____________________________
INTERDISCIPLINARY SUBJECTS

In Year 10 students are provided the opportunity to choose from a broad range of core and elective subjects. As part of the elective offerings, Interdisciplinary subjects take their content from more than one curriculum area and offer enrichment and experience in interesting areas of learning. Examples include Critical Research and the Duke of Edinburgh Award.

WHAT IS VET?

VET stands for Vocational Education and Training.

Year 10 students have the opportunity to undertake a range of vocational studies offered within the school’s regional cluster. Students wanting to undertake VET studies need to collect a VET Handbook from Ms Julia Trenchard-Smith, the VET Coordinator.

A VET subject counts as one of your school-based subjects, even though you may study it off-campus.

IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Future’s Day Course Information session (current students)</td>
<td>Thursday 11th June 2015</td>
</tr>
<tr>
<td>Subject Selections due online (email to follow)</td>
<td>Friday 21st August 2015</td>
</tr>
<tr>
<td>Subject Selection hard copy due to middle school</td>
<td>Wednesday 2nd September 2015</td>
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</tbody>
</table>
INFORMATION REGARDING SUBJECT CHOICE

A wide range of elective studies is offered for enrichment, specialisation and creative purposes.

Students are able to:

- **Specialise** in an aspect of a core subject that particularly interests them
- **Enrich** their learning experience by undertaking subjects that are not available in the core
- **Diversify** the range of subjects taken in the elective offerings

All students are required to undertake study in the following areas:-

### YEAR LENGTH STUDIES

All students will choose at least:

- 2 x semester length studies of English
- 2 x semester length studies of Health and Physical Education
- 1 x year length study of a Language
- 1 x year length study of Mathematics

### SEMESTER LENGTH STUDIES

All students will choose at least:

- 1 x semester length study from Arts & Technology*
- 1 x semester length study from Humanities*
- 1 x semester length study from Science

### FREE CHOICE

All students have access to **ONE** free subject choice from the elective areas of Arts & Technology, Humanities, Science OR from the Interdisciplinary subjects offered.

*The free choice option is not available for students who select a Unit 1 and 2 VCE subject as their Humanities or Arts and Technology choice, to allow for the sequential study of the VCE subject*

### OVERVIEW OF SUBJECT SELECTION

<table>
<thead>
<tr>
<th>YEAR LENGTH SUBJECTS</th>
<th>SEMESTER LENGTH SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Arts &amp; Technology</strong></td>
</tr>
</tbody>
</table>
| Students to preference selections | Students selection from: | Students selection from: | Students to preference selections | Free choice is available to students who are not undertaking a VCE Arts & Technology or VCE Humanities 
Students select from:
(a) Any elective 
(b) Any Interdisciplinary |
| Students to preference selections | (a) elective OR (b) VCE Preference elective options | (a) elective OR (b) VCE Preference elective options | |
| Students nominate language study | |
| Students nominate Maths level | |
| 2 x semester length for full year study | 2 x semester length for full year study | 1 year length | 1 year length | 1 year length |

Although every effort will be made to give students their first preferences, this may not be possible in all cases.
<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>ELECTIVE SUBJECTS</th>
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<tr>
<td>Language</td>
<td>Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Free Choice</td>
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</tbody>
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**Electives**
- Advanced Food
- Architectural Design
- Asian Art
- Baker's Delight
- Contemporary Art
- Drama
- Engineering: Creating Tomorrow
- Fashion, Design and Construction
- Just do IT.
- Lights, Camera, Action!
- Multimedia & The Internet
- Music Performance
- Music Theatre
- Photography Science or Art?
- Photography Special Effects and Advanced Techniques
- Visual Communication Design
- **VCE 1 & 2**
- Art
- Drama & Theatre Studies
- Food Tech
- Info Tech
- Media
- Music Performance
- Studio Arts
- Visual Communication Design
- VET
- **VCE 1 & 2**
- Accounting
- Economics
- Geography
- Global Politics
- Legal Studies
- Philosophy
- History 20th Century

**Free Choice**
- Essential Science
- Biology Unit 1
- Living Science
- Psychology Unit 2
- Physics Unit 2

Students select an additional subject from:
- Any elective block
  - Arts/Tech
  - Humanities
  - Science
  - OR
- Any of the following interdisciplinary subjects
  - Critical Research
  - Duke of Ed Silver
  - EQ = Happy
  - Science of Sound
  - Studies of Asia

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2 x semester length | 2 x semester length | 1 year length | 1 year length | At least 1 semester length | At least 1 semester length | At least 1 semester length
|-------------------|-------------------|--------------|--------------|---------------------------|---------------------------|---------------------------|

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ENGLISH

Year 10 English is a specialised course, which aims to encourage intellectual curiosity and personalised learning. Students will study two semester length courses over the year and we encourage you to choose subjects that interest you. All subjects teach the vital skills necessary for Year 10 English. Each course develops the skills of: speaking and listening, reading and viewing using a variety of text types and ideas. Students must complete two of the following subjects, one in each semester, to fulfil their Year 10 English requirements:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td>The Rage Within (ERW)</td>
<td>Hidden Persuaders (EHP)</td>
</tr>
<tr>
<td>Russian Literature (ERL)</td>
<td>Women and Madness (EWM)</td>
</tr>
<tr>
<td>Linguistics (ELI)</td>
<td>Folk and Fairy Tales (EFF)</td>
</tr>
<tr>
<td>Film Studies (EFS)</td>
<td>No Holes in the Bard (ENH)</td>
</tr>
<tr>
<td></td>
<td>In Cold Blood (ECB)</td>
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</tbody>
</table>

FILM STUDIES (10EFS)
Film Studies provides a dynamic lens through which to study English. Film affects and illuminates communication and culture, and this course will explore the power of the medium as a way of telling stories and shaping ideas. Students will be immersed in the wider world of film – its history and influence on society – and will demonstrate creative and analytical talent as screenwriters and film critics. The course will involve viewing and responding to a range of texts to find out how they have been constructed and what they reveal about diverse cultures.

FOLK AND FAIRY TALES (10EFF)
Fairy tales began as a means of teaching children lessons and have evolved in how they do this to match the changes to societies and cultures. Students will analyse how folk and fairy tales have evolved from an oral tradition of demons and gore to the children’s stories we see today. Students will create a fairy tale of their own devising, experimenting with grammatical person, tense and time periods to see how this affects the telling and reading of their work. Their acquired knowledge over the semester will culminate in a research task, addressing how social purposes are represented in folk and fairy tales across speech communities.

IN COLD BLOOD: JOURNALISM AND NARRATIVE (10ECB)
Unlike traditional journalism, which tells stories from the outside looking in, narrative journalism tells stories from the inside looking out. The emotional and cultural complexity of these ‘stories’ demands a high standard and quality of writing, and a meaningful depth of research. While narrative journalists report for meaning and emotion, the author’s inevitable infixing of themselves into the tale also raises important questions about the nature of objective reporting and the author’s responsibility toward their subjects. Importantly, narrative journalism is centred around issues of social justice – “complicated wrongs need narrative so people will read them and give half a damn” (Katherine Boo) – and the stories told by authors like Chloe Hooper and Anna Funder allow students to access the cultures and complications of communities that are likely foreign to them.

LINGUISTICS (10ELI)
This study of language explores the social science of linguistics from the viewpoint of the English language. Students will develop their understanding of the key subsystems of language in their first unit of work. Their knowledge of these subsystems will be assessed in a test. Furthermore, students will explore the history of Australian English, and how our English shapes our sense of national, cultural and political identity. The novel Nineteen Eighty Four by George Orwell will
form the basis of our research and discussion. Finally, students will explore the connections between language and power in contemporary society.

**NO HOLES IN THE BARD (10ENH)**

“He was not of an age, but for all time” said the poet Ben Jonson of Shakespeare. No writer before or since has equalled Shakespeare in influence. His perceptions, his images and above all, the extraordinary words he could put onto his insights make him worthy of intense study. This course includes some preliminary activities to ease students into Shakespeare's language while considering the plays as scripts and the students as directors. They will also consider some parodies and adaptations of Shakespeare as a way of examining current day relevance of his themes.

**RUSSIAN LITERATURE (10ERL)**

Russia produced some of the most inspiring literature the world has ever known. It was a multifaceted literature steeped in contradictions, mysticism and beauty. The prodigious achievements of nineteenth-century Russia – with its ‘Golden Age’ of Pushkin, Gogol, Tolstoy and Dostoyevsky – culminated in Chekhov and the explosion of the Modernist movement in the twentieth century, in which writers such as Akhmatova, Pasternak and, later, the young Nabokov revolutionized the artistic sense of the entire world. Through class discussions, activities and videos, this course looks closely at the richness, variety and beauty of Russian literature.

**THE HIDDEN PERSUADERS (10EHP)**

Students will explore the ways the language of persuasion permeates our society and manipulates us to believe ‘the truths’ of various authors and producers. Through analysis of advertising techniques, speeches and various media texts, students will master the techniques of persuasion, learning how to interpret the persuasive language used in their everyday lives and to use it for their own purposes. Students will produce their own advertising campaign, persuasive speeches or written texts and complete analyses of the language of various media sources.

**THE RAGE WITHIN (10ERW)**

Students will explore issues of prejudice, discrimination, justice and injustice over the semester through the study of written and film texts including the novel, *To Kill a Mockingbird*; the film, *The Boy in the Striped Pyjamas*; various written and visual documentary materials; current media sources. Through a variety of activities e.g. a class wiki engaging in discussion on current events, reading, class discussion, written and oral work students will explore, analyse, investigate and respond to the injustices in the world around them, focusing on the effects of the past and the world they have inherited today.

**WOMEN AND MADNESS: WOMEN AND LITERATURE (10EWM)**

This Literature subject aims to make explicit the assumptions used when reading literary, and indeed all texts. Women and “Madness” will explore representations of women in literary texts such as *Jane Eyre*, *The Bell Jar*, *The Yellow Wallpaper* and *A Room of One’s Own*. These theories of the self are challenging and require a high degree of abstract thought. This elective will provide an opportunity for enhancement that will serve students well in senior school. Concepts covered in the elective will include:

- An introduction to postmodernism, and literary theory.
- Feminism: an analysis of feminism and its role in literature
- Psychoanalysis: the role of psychoanalytic thought on language, identity and feminist thought.
- Post-colonialism: like contemporary feminism, this attempts to analyse and redress subjects who have been marginalised by literature. Non-English subjects, for example, are marginalised on the basis of their ethnicity.
HEALTH AND PHYSICAL EDUCATION (HPE)

Health and Physical Education at Year 10 provides students with access to subjects that provide them with the knowledge, skills and behaviours that enable them to develop and maintain their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of our students. Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Standards in the Health and Physical Education domain are organised in two dimensions.

1. Health knowledge and promotion
2. Movement and physical activity

The health knowledge content will be the same for each HPE subject offered, as follows:

Health knowledge content for all Year 10 HPE courses:
The Health knowledge and promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health, growth and development. Students examine the perceptions of challenge, risk and safety in a variety of settings, in particular, relationships. Students will use health data to explore personal behaviours and community actions that contribute to the health of specific groups. They will investigate community facilities available for health and physical fitness activities, and explore how they might use them to maintain their wellbeing.

Students must complete two of the following subjects to meet their Year 10 Health and Physical Education requirements.

HEALTH AND PHYSICAL EDUCATION: “A MIXED BAG” (SEM 2) (10PMB)
Health knowledge and promotion (see content description)
Movement and Physical Activity: Students develop proficiency in a range of high-level movement and manipulative skills in a range of sports. These sports help improve team skills, game sense, tactical knowledge, spatial awareness, skill acquisition and sportsmanship. They include:

- Basketball
- Soccer
- Cricket
- Volleyball
- Fitness Assessment
- Athletics

HEALTH AND PHYSICAL EDUCATION: “THE CLASSIC” (SEM 1) (10PCL)
Health knowledge and promotion: (see content description)
Movement and Physical Activity: Students develop proficiency in a range of high-level movement and manipulative skills in a range of sports. These sports help improve team skills, game sense, tactical knowledge, spatial awareness, skill acquisition and sportsmanship. They include:

- Australian Rules Football
- Netball
- Softball
- Badminton/ Table tennis
- Fitness Assessment
- Athletics
**HEALTH AND PHYSICAL EDUCATION: “THE WORLD GAME” (10PWG)**

*Health knowledge and promotion:* (see content description)

*Movement and Physical Activity:* Students develop proficiency in a range of high-level movement and manipulative skills in a range of sports. These sports help improve team skills, game sense, tactical knowledge, spatial awareness, skill acquisition and sportsmanship. They include:

- Lacrosse
- European Handball
- Indoor Hockey
- Ultimate Frisbee
- Touch Football
- Athletics
- Fitness Assessment

**HEALTH AND PHYSICAL EDUCATION: FASTER, HIGHER, STRONGER (10PFH)**

*Health knowledge and promotion:* (see content description)

*Movement and Physical Activity:* This elective will focus on physical activity that enhances fitness for everyday health and well-being. Using a wide range of training methods and activities, this elective aims to give students hands on knowledge on training and staying fit. It will also provide skills and advice on activities that are part of everyday life.

Activities included in this unit will be:

- Swimming*
- Resistance and core training
- Running and walking.
- Flexibility training
- Bike Riding
- Fitness Assessment
- Athletics

There will be a cost for incursions in this elective.

*swimming may only be possible if the timetable allows travel to local pools*

**HEALTH AND PHYSICAL EDUCATION: BODY BALANCE (10PBB)**

*Health knowledge and promotion:* (see content description)

*Movement and Physical Activity:* This elective will focus on activities that involve creative movement, physical strength and fitness to promote good body balance and posture.

Sports included in this unit will be:

- Dance
- Aerobics
- Gymnastics Floor and Rhythmic
- Yoga/ Pilates
- Core training.
- Fitness Assessment
- Athletics
LANGUAGES

FRENCH (10LFA & 10LFB)
The subject builds on knowledge and skills acquired in Year 9, and again emphasis is given to practising the four linguistic skills of speaking, listening, reading and writing. Specific vocabulary and authentic situations will cover a variety of topics. Grammatical concepts will be further developed and students will be encouraged to continue their own wider-reading program.

GERMAN (10LGE)
In Year 10 German, students are encouraged to build on the knowledge and skills accumulated at Year 9 level. More complex grammar and more extensive vocabulary are learned and practised. Reading, writing and speaking skills are further developed. Students are encouraged to express themselves more freely in spoken and written German. CDs and videos are used to teach about the language, culture, history and geography of Germany.

INDONESIAN (10LIN)
The Year 10 Indonesian course aims to develop the skills acquired by students in Year 9. The Year 10 course emphasises the strong relationship between language and culture. Activities concentrate on developing speaking and writing skills. Students are also introduced to a more sophisticated grammar and vocabulary. Year 10 students are encouraged to apply this new vocabulary, idiom and structure to their oral and written Indonesian. Students are also expected to develop a more complete knowledge and understanding of Indonesian history, geography, art, religion and music.

JAPANESE (10LJP)
The Year 10 Japanese course will extend the socio-cultural knowledge and linguistic skills acquired in Year 9. In accordance with the Australian Languages Level (ALL) Guidelines, an integrated approach will be adopted in the development of the four linguistic skills of speaking, listening, reading and writing. Katakana (loan words and script) and Kanji (Chinese characters) will receive more attention at this level. Every attempt will be made to encourage students to ‘own’ the learning process and use Japanese in an authentic and natural way using a variety of authentic teaching resources.

Languages Assessment: Oral tests, aural tests, worksheets and writing tasks.
The Year 10 Mathematics (10MMA) course enhances the skills taught in year 9 as well as exposing students to more advanced concepts and applications of the skills taught previously.

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*.

**At this year level:**

**Understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

**Fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

**Problem Solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

**Reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

**Assessment:** Students’ knowledge of facts, skills and concepts will be assessed through topic tests and/or projects and mid-year and end-of-year examinations.

**ACCELERATION PROGRAM – MATHEMATICAL METHODS VCE UNITS 1 and 2 (10MAM)**

Students who have completed the Accelerated Year 9 Program will Study Mathematical Methods, Units 1 and 2 in year 10.

This is the standard year 11 Mathematics subject. On its own it prepares students for Mathematical Methods ¾ or Further Maths Units 3 and 4. Taken with GMS it provides preparation for Specialist Maths Units 3 and 4.
ELECTIVE STUDIES - YEAR 10

ARTS AND TECHNOLOGY SEMESTER LENGTH ELECTIVE SUBJECTS

- Advanced Food
- Architectural Design
- Asian Art
- Baker’s Delight
- Contemporary Art
- Drama
- Engineering: Creating Tomorrow
- Fashion, Design and Construction
- Just do I.T.
- Lights, Camera, Action!
- Multimedia and the Intern
- Music Performance
- Music Theatre
- Photography – Science or Art
- Photography – Advanced (sem 2)
- Visual Communication Design

ADVANCED FOOD (10AAF)
This unit is for experienced foodies only (you must have completed at least one food technology unit in year nine or ten). This course will provide students with more extensive production skills and further develop the confidence needed to design and produce food products and to produce them to a high standard. Students will participate in several practical productions and have the opportunity to master new skills and produce more challenging recipes. The main areas of study include: Investigating and analysing information relating to current food trends, functional properties of foods, Sensory analysis. Students will cook healthy, fast and affordable food from a range of cuisines. Assessment will be based on participation in weekly production sessions and the design production and evaluation of two design briefs.

ARCHITECTURAL DESIGN (10AAD)
This course is companion subject to Visual Communication Design with an emphasis on architecture. The course includes the investigation and design of an environmentally sustainable residential building. [Eco House] Case studies of contemporary designs are investigated as well as looking at significant design styles of the past. Skills developed in the course include:
- Architectural design research
- 2d and 3d drawing [illustration and technical]
- Scale model making
- Photography
- Computer drawing
- Digital
- Photography

Each design project is underpinned by the application of the Design Process.
Assessment: Students develop a folio of work in a sketchbook that documents their research images, concept drawings, experiments with drawing media and computer generated images. A final presentation that includes technical drawings, illustrations and a scale model concept house is created by the end of the semester.

ASIAN ART (10AAA)
Through the stories of Art discover the people, places, culture and identity of the Asian region. Look at the artists and their practices, the power and the politics of the people and their country, both historical and contemporary. Discover how Art has been used for peace, beauty, utilitarianism and protest. Produce art works from a range of activities which could include calligraphy, watercolour, printmaking, construction, photography and performance art. Visit the NGV to be immersed in both traditional and contemporary Asian art and culture.

Assessment: Students develop work in a visual diary that documents their research images, ideas and inspiration, experimentation and trialling of techniques, development and reflections. A folio of finished works is created by the end of semester.
BAKERS DELIGHT (10ABD)
This Food Technology unit focuses on developing skills in the planning and production of various foods with a specific focus on sweet and savoury baked goods and the evaluation of the products produced. The main areas of study include: Investigating and analysing information relating to current food trends, functional properties of foods, methods of mixing, cakes, pastries, biscuits, breads, catering for a special occasion, and cake decoration techniques.
Assessment will be based on participation in production sessions and the design production and evaluation of food for a specific occasion and a decorated cake for a specific client.

CONTEMPORARY ART (10ACA)
“If you hear a voice within you say 'you cannot paint,' then by all means paint, and that voice will be silenced”
Vincent Van Gogh

Silence those voices with Contemporary Art. Contemporary art is art produced in the present. Explore contemporary art in a variety of media and subject matter. Discover how contemporary art evolved, how it challenges and pushes the boundaries of what art is, often knowing no boundaries. Unleash your creative side to create your own Contemporary art works in a range of activities that could include including digital art, installations, mixed media, 2D and 3D works and photography. Be inspired by the latest trends and become familiar with practising artists and their artworks. Visit contemporary art galleries and sites to further enhance your knowledge and work practices.

Assessment: Students develop work in a visual diary that documents their research images, ideas and inspiration, experimentation and trialling of techniques, development and reflections. A folio of finished works is created by the end of semester.

“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep”. Scott Adams

DRAMA (10ADR)
This course builds on the Year 9 Drama program, although it is possible to do the course without prior background. The course focuses on developing drama skills (voice, movement, gesture) in the context of three specific theatre styles - non-naturalism (Brecht), naturalism (Stanislavsky) and Shakespearean theatre. Students devise, direct, and perform their own work as well as performing some published scripts. Students will develop not only their performance skills, but also their ability to critically analyse their own work, the work of their peers and professional actors.

Assessment: Group performances, a monologue, written reflections and class participation.

ENGINEERING: CREATING TOMORROW (10AEC)
ENGINEERING is the ultimate field for CHALLENGE and CREATIVITY. Engineers apply mathematics and science. They are problem solvers, organisers, communicators and designers. They have an ability to take a thought, or abstract idea, and translate it into reality, “create that which has never been.” Apart from the well-known branches of Chemical, Civil, Electrical, Mechanical, Systems and Interdisciplinary engineering there are numerous subdisciplines, i.e. Environmental, Nuclear, Architectural, Robotics, Sound, Graphics, 3D-Printing, Food, Nanotechnology, Aerospace, Genetic, Biomedical, etc., etc. During the course of this subject the students will Explore and Discover, Analyse and Create, Build and Amuse.
There will be incursions, excursions, workshops, teamwork and most of all fun.

1) “Dream of things that never were” – Group Invention Project.
   • “Take the best that exists and make it better. When it does not exist, design it.”
2) “Intellectuals solve problems, geniuses prevent them” – Group Investigation Project.
   • “As simple as possible but not simpler.”
3) “Trust me, I am an Engineer!” – Group Entertainment Project
   • ‘Spaghetti machine’ (Rube Goldberg machine) Contest

Quotes respectively by Albert Einstein, John F. Kennedy, Sir Henry Royce, Albert Einstein, Albert Einstein, anonymous

**FASHION, DESIGN AND CONSTRUCTION (10afd)**

Have you always wanted to design and make your own clothes, now you can.
Learn how to use a sewing machine and a commercial dress making pattern to make a garment for yourself.
Learn dressmaking skills, such as how to read a pattern, cutting fabric, tacking, darts, pleats, and gathering, making button holes, inserting zips etc to create a garment fit for everyday wear or a special occasion. Learn about embellishment, beading and other hand sewing techniques that can make your clothes unique, eye catching and creative. If you have previous experience in fashion construction- learn how to manipulate patterns and add embellishments to create a unique garment. Learn how to draw like a professional fashion designer by taking part in a creative Fashion Illustration and Rendering course at The Whitehouse Institute of Design in Melbourne. Use these skills to design your own fashions and create new trends. Discover the rules and tricks to make you models and clothing look fit for the run way,

Assessment: Folio of developmental work;
   Folio of finished Fashion Illustrations, Garments and other studio work;
   Participation in a runway fashion parade modelling your clothing and display
   Interactive digital assignment on fashion exhibition visits, history or processes of creating fashion etc

**JUST DO I.T. (10ajd)**

Want to do something different in IT? Something you’ve never done before and subsequently learn a new skill? At the start of the semester, choose from a range of IT programs such as Flash to create animations, Dreamweaver to make websites, Google SketchUp to design 3D models, VBugs to make games and many more. These applications will expand your IT talents and knowledge and take it to the next level.
Assessment will be based on output of: class activities, presentation of your final product and peer teaching.

**LIGHTS, CAMERA, ACTION! (10alc)**

Have you ever wanted to learn more about film aesthetics and film making? This subject provides students with the opportunity to study two films in depth and to develop an understanding of genre and to begin to understand various elements that work together to create a good film. The second part of the course focuses on providing students with the opportunity to plan for, and create, their own short film. The course finishes with a screening of all student films.
Assessment for this subject includes a short analytical task, a production plan and a practical task.

**MULTIMEDIA AND THE INTERNET (10ami)**

Do you enjoy editing pictures or creating videos? Want to learn more? Multimedia and the Internet is a fun and exciting subject that not only enhances your computer skills but also your creativity. Students will learn how to use at least three programs of their choice such as Windows Movie Maker, Photoshop, Flash and many others. Students will have the fantastic opportunity to work with cameras and video cameras often used in multimedia to develop and create their own videos. Transfer these skills across to all your subjects to give your presentations and projects that extra ‘oomph!’ and maintain these beneficial skills which are needed in today’s fast growing use of technology.
Assessment will be based on output of: class activities, movie shorts/short film and a multimedia presentation.
MUSIC PERFORMANCE (10AMP)

Suitability: Students with prior experience / currently having lessons on an instrument or voice. It will assist students to develop skills and knowledge for more advanced music performance and VCE Music studies.

Course outline: Students will perform a program of solo and group works. They will investigate issues such as performance anxiety and techniques to improving their own performance as a soloist and in ensembles. They will analyse the performance techniques in their program of works and the composition techniques used in those works. Students will continue to develop their musicianship and aural skills through exercises in class.

Assessment tasks: Preparation and performance of solo and group works, Research/Analysis project – Performance Techniques, Folio of musicianship tasks.

MUSIC THEATRE (10AMT)

Suitability: This subject is for students with an interest in music theatre as a performer or audience member.

Course outline: Students will collaboratively perform music theatre works and create and/or stage a small musical incorporating singing, instrumental music, acting and choreography. They will explore the development of the Musical, from its humble beginnings in vaudeville and variety shows in America and Europe to big budget Broadway productions. The student will also investigate the business of Music Theatre productions in Melbourne.

Assessment tasks:
Performance of music theatre songs, composing and writing for music theatre, research project.

PHOTOGRAPHY- SCIENCE OR ART? (10APS)

In the 1700’s the inventive use of technology, chemistry and mathematics by scientists and creators produced a phenomena called photography. Considered a science for many years, photography is now an everyday part of our life. Even today there are still elements of science, maths and chemistry in photography. We all take photos but how do you make your photos great and stand out from the rest. It’s more than just point-click. This exciting and practical course provides students with the experience of using analogue cameras, learning how to take great photos, developing your own black and white films and enlarging your photos to produce an amazing folio of artwork. During the unit you will participate in practical photo shoots, work in a darkroom and visit exciting photography galleries and exhibitions on line and in real life.

Assessment:
1. A visual diary of your journey and learning, reflections and creations.
2. A photographic folio of works ready to frame and start your own gallery.
3. A stimulating ICT assignment on your favourite photographer and their work or chronology of photography.

PHOTOGRAPHY SPECIAL EFFECTS AND ADVANCED TECHNIQUES. (SEMESTER 2 ONLY) (10APA)

(You must have completed Photography- Science or Art? in year 9 or semester 1 year 10)

If you mastered the mystique of black and white Photography, and are craving for more, this is the course for you! Advance with your photographic skills with a range of creative activities and artistic techniques and materials. Enhance your photos by using a variety of new and different films, paper types and processing. Add pizzazz to your black and white images with manipulations such as solarisation, toning, negative imaging, hand colouring, screening and texturing. Experiment with a range of cameras, digital photography, image enhancing and other advanced analogue and digital techniques.

Assessment:
1. A visual diary of your journey and learning, reflections and creations.
2. A folio of finished advanced photographic works.
3. A stimulating ICT assignment on your favourite advanced techniques and analysis of photographs demonstrating these techniques.
VISUAL COMMUNICATION DESIGN (10AVD)

Visual Communication Design is a subject that caters for students with an interest in a range of design fields such as Graphic Design, Fashion Design, Industrial Design, Architecture, Interior Design, Landscape Architecture, Illustration, Film and Theatre Production Design. Topics in the year 10 course include Fashion and Costume Design, Architecture and Interior Design, Graphic Design and Industrial Design. The following skills are developed: design research, analysis & history, freehand drawing, technical drawing Computer methods, 3d model making, digital photography. Each design project is underpinned by the application of the Design Process. Students develop a folio of work in a sketchbook that documents their research images, concept drawings, experiments with drawing media and computer generated images. A final presentation is created at the end of what is known as the ‘Design Process’.

Assessment

1. **Sketchbook**-Contains Research, Idea Generation and Drawings, experiments with different media and computer methods.
2. **Final Presentations**-Final design concept in areas including Graphic Design, Illustration, Interior Design, Costume Design.
3. **Design Report** - A investigation in to a design area of the students own choice - e.g Architecture/Fashion/Costume/Industrial/Graphic Design.
ARTS AND TECHNOLOGY VCE UNITS 1 and 2 SUBJECT SELECTIONS

The following VCE Units 1 and 2 subjects from Arts and Technology can be studied at Year 10:

- Art
- Drama and Theatre Studies
- Food Technology
- Information Technology
- Media
- Music Performance
- Studio Arts
- Visual Communication Design

ART UNITS 1 and 2 (11ART)

VCE Art is designed to encourage artistic development through personal and independent exploration. It encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through a process of investigation and experimentation. Students may work in one or more of a range of studio forms – including drawing, photography, painting, printmaking, computer arts, sculpture/installation, textiles and fashion/garment construction, mixed media and others as so desired by the student. The study also aims to equip students with the ability to respond to art in an informed and articulate manner by applying the Analytical Frameworks – Formal, Personal, Cultural and Contemporary Frameworks as set out in the Art Study Design. With the acquisition of technical and analytical skills, personal involvement and critical study, students should build an ability to interpret art and to discuss and debate the ideas and issues which it raises.

Unit 1
Area of Study 1: Art and Meaning
Area of Study 2: Artmaking and Personal Meaning

Unit 2
Area of Study 1: Art and Culture
Area of Study 2: Artmaking and Cultural Expression

In each of these units, students prepare a visual diary of developmental work, folio of final artwork(s) and an essay or report.

DRAMA and THEATRE STUDIES UNIT 1 and 2 (11DRA)

The course will involve Unit 2 Drama and Unit 2 Theatre Studies. This will provide a wide-ranging theatrical and dramatic experience. The two contrasting, but complementary, subjects will allow students to have the experience of play-building (scripting) their own material, and also use pre-existing scripts from the 20th Century; each thread leads to a performance to an audience. Drama involves a combination of research for devising performance work, learning about different theoretical approaches to performance and individual and group performances. Theatre Studies concentrates on bringing a script to life on the stage and performing it to an audience. The approach to both Drama and Theatre Studies at VCE level is that in order to improve on performance ability, it is necessary to ground all performance in dramatic theory. Students will have the opportunity to explore the development of theatre across time and cultures, devising and performing their own scripts and those of published playwrights.

Unit 2 Drama introduces students to Australian Theatre and Drama. Using a variety of sources as stimulus materials, the recurrent themes, motifs, issues and archetypal Australian characters present in our shared stories are examined and used to create a new piece of Australian Drama. Students analyse their own process and performance and also attend and analyse the performance of an Australian play by a professional company.

Unit 2 Theatre Studies examines the innovations made in theatre during the Modern Era. Three or more plays which use different theatrical styles and conventions are studied and brought to life on the stage, using the appropriate stagecraft elements (set, costume, lighting and multimedia, sound, prop, hair and make-up design). Students critically reflect on their own process and performance. They attend and analyse a professional performance of a play from the Modern Era.

Performance assessment involves the writing, directing and performing of an ensemble piece, and a performance exam for which you will devise and perform a solo piece. Written assessment includes personal analytical
reflections on your performance work, an end of year written exam, and a review of a professional play in performance.

FOOD TECHNOLOGY UNITS 1 and 2 (11FOO)
This subject focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. Through this study students develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. Students consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed. Students use the design process, critical thinking and problem-solving skills to develop food products that suit specific situations or that meets the needs of individual consumers and their lifestyles.

Unit 1: Food Safety and Properties of Food. Explores how food is classified, the physical and chemical properties of food and the way these properties influence food preparation, presentation and storage. This knowledge is applied to use tools and equipment to safely and hygienically produce quality outcomes in food production. Ethical considerations in food selection such as fair trade and intensive farming practices are also considered. Unit 2: Planning and Preparation of Food. Investigating the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. The design process is used to respond to challenges of preparing food safely and hygienically for a variety of contexts and consumers, taking into account nutritional considerations social and cultural influences and resource availability.

INFORMATION TECHNOLOGY UNITS 1 and 2 (11ITA)
VCE Information Technology focuses on the processing of data and the management of information and information systems. The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society. While it is important that students extend their use of ICT as a learning and personal tool, the study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information. It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

Unit 1: IT in action: This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Unit 2: IT pathways: This unit focuses on how individuals and organisations use ICT to meet a range of purposes.
MEDIA Units 1 and 2 (11MED)

VCE Media is a subject that enables students to explore how meaning is produced by the media, and how production and story elements in media texts work together to engage audiences. There is a focus on the way in which specific media texts embody and reflect the social values specific to contemporary society as well as an exploration of the way in which the values of the past influenced the construction of representations in texts from the other historical periods. Students also look at the implications of technology on the construction and consumption of media products. In addition, there is a practical element to this subject, in which students take on the roles and responsibilities of media personnel and plan, design and produce their own media products such as a short film, a magazine or a multimedia production. Students use various technical equipment and software programs to make this product.

Unit 1: Representation and technologies of representation. This unit encourages students to develop an understanding of the relationship between the media, technology and the representations present in media different forms. The unit also involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills through their study and creation of representations.

Unit 2: Media production and the media industry. This unit enables students to develop their understanding of the specialist production stages and roles within the collaborative creation of a media product. Students also develop an understanding of the current industry issues and developments in relation to the production stages and roles and the broader framework within which Australian media organisations operate.

MUSIC PERFORMANCE UNITS 1 and 2 (11MUP)

Students will complete parts of this course in their instrumental or vocal music lessons as well as in scheduled music performance classes.

Unit 1: This Unit focuses on developing skills in performance in solo and group contexts through performance of 3 contrasting works. Students develop technique on their main instrument through scales, exercises and sight-reading or improvisation and submit a written report on how the technical work and exercises contribute to the development of their performance. They develop skills in aural comprehension, musicianship and analysis of rhythm, pitch and harmony. Unit 2: Students further develop the performance, aural and musicianship skills of Unit 1 Music Performance. They perform a program of 3 contrasting works and prepare technical program along with a written report. Students also develop a composition folio of original works and arrangements through analysis of performance works, along with accompanying documentation.

STUDIO ARTS UNITS 1 and 2 (11STA)

VCE Studio Arts allows students to specialize in a particular form of studio production (such as photography, and establishes a framework for the establishment of effective art practices through an understanding and application of the design process. Students generate, explore and communicate ideas through specific studio forms and develop and use specialized skills in a range of media and techniques. The theoretical component of the study informs students’ practice through an investigation of how selected studio forms have developed an examination of artists’ working methods and a study of professional practices and art industry issues.

Unit 1: Artistic Inspiration and Techniques
Area of Study 1: Developing Art Ideas
Area of Study 2: Materials and Techniques
Area of Study 3: Interpretation of Art Ideas and Use of Materials and Techniques

Unit 2: Design Exploration and Concepts
Area of Study 1: Design Exploration
Area of Study 2: Ideas and Styles in Artworks
In Units 1 and 2, students prepare folios and written presentations
The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design. Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors. Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts. The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Unit 1: Introduction to visual communication design. In this unit students are introduced to three stages of the design process, researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts. Unit 2: Applications of visual communication design. This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.
HUMANITIES SEMESTER LENGTH ELECTIVE SUBJECTS

- Business Studies
- Conspiracy Theories
- Environmental Change and Development
- Law & Disorder: Criminal Justice Society
- The Making of the Modern World

BUSINESS STUDIES (10HBS)
This elective introduces students to the study of economics and the environment in which businesses operate in Australia. Students consider the key concepts of economics; the study of scarcity, opportunity cost and the factors of production. With this knowledge students learn about how wealth is generated and distributed in different types of economic systems. They study the market economy in detail and make comparisons with the planned economy. Reference is made to Australia’s economic system and contemporary economic issues.

Students learn about different forms of business entities: Sole Trader, Partnerships, Proprietary Limited Companies and Public Companies. This includes the relevant laws concerning businesses and the responsibilities of company directors. To develop financial literacy the students study the significance of savings and investment for individuals and the economy, as well as the skills required to successfully plan and manage personal finances.

Students are introduced to some basic concepts in accounting and the importance of financial record keeping.

CONSPIRACY THEORIES: SEPARATING FACT FROM FICTION (Philosophy/History) (10HCT)
More than simply an introduction to some of the major conspiracy theories of the twentieth and twenty-first centuries, this unit challenges students to engage in critical thinking as a way of filtering the dangers of propaganda, wishful thinking, and the blind acceptance of ideas. In addition to studying why people believe in conspiracy theories, students will come to learn what it means to hold a rational vision of reality.

While some of the conspiracies are quite light-hearted (e.g. reptilians rule the world) and designed to indulge the intellectual curiosity of students, others are of a more serious nature (e.g. the assassination of JFK and the 9/11 conspiracies). In tackling these important issues, students will learn to identify the glitches, flaws and fallacies of such ‘conspiracies’, revealing them to be groundless.

As a History/Philosophy elective, there will be an emphasis on the study of logic as a means to pursuing truth and reality, critically evaluating ideas and arguments, developing a world-and-life-view, developing a foundational discipline and forming rational viewpoints. Students will be called on to apply their interpretative and analytical skills and engage in deep and meaningful reflection and discussion on the subject-matter.

GEOGRAPHY: ENVIRONMENTAL CHANGE AND DEVELOPMENT (10HGE)
Environmental change and management provides an overview of how the natural environment supports all life, the major challenges to their sustainability, and how these challenges are dealt with. Students investigate natural environments in Australia and elsewhere, including terrestrial, freshwater, coast and marine environments. They consider the nature, causes and consequences of change to the selected environments, and evaluate efforts to manage these changes. Geographies of human wellbeing focuses on investigating differences in levels of development and human wellbeing between places. Students examine the different concepts and measures of development and explore the nature and causes of spatial differences in wellbeing within and between countries. They investigate and evaluate programs designed to address poverty and wellbeing, drawing on examples from Australia and across the world.
LAW & DISORDER: CRIMINAL JUSTICE SYSTEM (Society) (10HLD)
The prevention and punishment of crime is an important part of a free society governed by the rule of law. An effective criminal justice system needs to adapt to the latest developments in science, psychology, and the humanities.

- Why do people commit crimes?
- How do we catch them, and prove their guilt?
- How can we protect victims and innocent bystanders?
- How might we prevent crimes before they occur?

In this legal studies and history subject, students will investigate the development of our criminal justice system, from witch-hunts and trial by combat, to DNA and forensic computing. They will explore how our increasing understanding of science and psychology has changed policing, prosecutions, and sentencing. Students will engage with primary and secondary sources, engage in research, and participate in a mock trial.

THE MAKING OF THE MODERN WORLD (History) (10HMW)
The Making of the Modern World begins with an examination of the causes of the Great War, including the Great Depression and the rise of Hitler and the Nazi Party in Germany. It then examines the Second World War, the eventual defeat of Nazi Germany and Japan and attempts to establish a lasting peace in Europe, central to which was the formation of the United Nations. Against the backdrop of the Cold War, a period of intense rivalry between the United States and the Soviet Union, we examine in detail the struggle for human rights, with a particular emphasis on the struggle of African-Americans in the United States to be granted basic civil rights. The course concludes with an examination of the emergence of popular culture, for example, the introduction of television, rock ‘n’ roll and the changing nature of film, music and television from the 1960’s to the present.
HUMANITIES – VCE UNITS 1 and 2 SUBJECT SELECTIONS

The following VCE Units 1 and 2 subjects from Humanities subjects can be studied at Year 10:

- Accounting
- Economics
- Geography
- Global Politics
- Legal Studies
- Philosophy
- 20th Century History

ACCOUNTING UNIT 1 & 2 (11ACC)

Unit 1 focuses on the establishment of a small service type business and the accounting and financial management of the business. Business scenarios include professionals such as doctors, accountants, architects, engineers etc. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Students use both manual and electronic (spread sheets) accounting systems. Unit 2 extends the accounting process and focuses on accounting for a sole proprietor of a single activity trading business. Business scenarios include wholesale and retail traders such as jewellery and electronic shops. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students further develop their skills in the use of technology to process business information.

ECONOMICS UNITS 1 & 2 (11ECO)

Unit 1: Economics: choices and consequences: The focus of this Unit is the study of economic decision-making and economic issues of importance to the Australian economy in the 21st century. Students will develop understandings about basic economic concepts and the nature, operation and role of markets in Australia. We will use a case study approach to apply the theory to real-world situations. This Unit will also investigate economic issues facing the Australian economy. All economies face issues of importance that impact on the well-being of people and on the stability of the economy. The issues studied will include economic growth and sustainable development, along with one other contemporary economic issue affecting our standard of living.

Unit 2: Economic change: Issues and challenges: This Unit has two main focuses. The first part of the Unit considers the changing nature of population Australia and the labour market, and how these will affect our future economic growth and standard of living. The second part of the Unit is the study of Australia’s external relationships and economic issues of importance in the global economy in the 21st century. Students will examine a case study of a major trading partner. This could include a major trading partner economy in Asia (such as India), one which is developing such as Indonesia or PNG, or an economy which is in transition such as China. Students will also investigate ‘economic globalisation’ through a case study of a multinational/transnational corporation or ‘development economics’.

GEOGRAPHY UNITS 1 & 2 (11GEO)

Geography is a structured way of exploring, analysing and understanding the world. Geographers are interested in key questions concerning places and geographic phenomena: What is it? Where is it? What are the effects of it being there? How is it changing over time, and how could, or should, it change in the future? How are places and phenomena connected and how do they differ? The subject suits students who have an interest in topical issues, people and places, and the diversity of cultures and environments on Earth. The learning tasks students are required to complete include short and extended written responses and the presentation of data in a variety of formats.

Please note, students can undertake Unit 1 and 2 independently of each other, and students can study Units 3 and 4 without having completed Unit 1 and /or Unit 2.
Unit 1: Hazards and disasters
Students examine hazard events, including their causes and impacts, human responses to these events, and the interconnections between human activities and natural phenomena. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students investigate how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism
Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

GLOBAL POLITICS UNITS 1 & 2 (11GPO)
Unit 1: The National Citizen: In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.
Unit 2: The Global Citizen: This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. They explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. Students also consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

LEGAL STUDIES UNITS 1 & 2 (11LEG)
Unit 1: Criminal Law in Action: This unit allows students to explore aspects of criminal law and the criminal trial through the use of case studies and mock court activities. Current government policy and legal reform in areas such as sentencing are debated. Students are introduced to the skill of mooting.
Unit 2: Issues in Civil Law: This unit covers legal ‘wrongs’ such as defamation. The trial procedures are explored and the system evaluated to understand difficulties faced by people trying to resolve their disputes. This unit tackles a range of legal issues and has an area of study focusing upon the question of rights.

PHILOSOPHY UNITS 1 & 2 (11PHI)
Philosophy is concerned with issues that go to our most fundamental beliefs about ourselves, the world and our place in it. It deals with big and important questions in a way that is rigorous and disciplined. The course is designed to provide intellectual challenge for students and to develop their thinking/reasoning skills and their ability to communicate complex ideas. Philosophy introduces the types of argument and analysis used by philosophers in response to fundamental questions that have intrigued humans for thousands of years. Students develop knowledge of key philosophical ideas and engage in philosophical debate about contemporary issues and contemporary life.
Unit 1: Existence, knowledge and reasoning: this Unit focuses on metaphysics, epistemology, and logic and reasoning.
Unit 2: Ethics and philosophical investigation: this Unit consists of a study of ethics and one other specialist topic.
HISTORY: TWENTIETH CENTURY UNITS 1 & 2 (11HIS)

Unit 1: Twentieth Century 1900-1945
In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They also consider the key ideologies of the period: Communism, which emerged in Russia after the 1917 Bolshevik Revolution and Fascism, with a focus on Adolf Hitler’s National Socialist (Nazi) Party gained power in Germany. Students examine the economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

Students also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in Germany and the USSR. The emergence of new governments in Italy, Germany and Japan at the end of World War One led to the emergence of societies driven by new ideologies and in some countries the consequent oppression and persecution of certain groups, the most extreme case being the Holocaust of Nazi Germany. In the USSR, the establishment of a communist regime in 1917 was initially greeted with support by a large proportion of the people, but under Stalin millions of people were forced to work in state-owned factories and farms and dissenters were sent to labour camps. The creative arts both reflected and challenged social life and change in this period where mass entertainment and information by means of radio and film became widespread.

Unit 2: Twentieth Century 1945-2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.
SCIENCE – Semester Length Elective Subjects

- Essential Science
- Biology Unit 1
- Blue Earth
- Living Science
- Psychology Unit 2
- Physics Unit 2

ESSENTIAL SCIENCE (10SES)
Year 10 Essential Science is designed to further develop the capacity of students in the three strands of the National Science Curriculum; Science Inquiry skills, Science as a Human Endeavour and Science Understanding. This course is designed to be continuous with Year 9 core Science and many of the concepts covered in this course will build on knowledge from Year 9 Science.

In this course, students will be learning topics from Biology, Chemistry and Physics, and will further develop their understanding of the experimental method, their skills in data analysis and evaluation of evidence.

In Biology, students will develop a fundamental understanding of genetics and learn to predict inheritance of traits. They will also explore the role of selection pressures in determining which traits are passed on to future generations. Students will link advances in scientific understanding to discoveries made in the field of molecular and evolutionary biology.

In Chemistry, students will delve further into the organization of elements in the Periodic Table and will be introduced to covalent and metallic bonding. Students will explore more complex types of reactions involving polyatomic ions and will learn how to write balanced chemical equations for these reactions, which include displacement, precipitation and neutralization reactions. Students will be able to extend their knowledge of chemical reactions through the introduction of reduction and oxidation in a chemical reaction.

In Physics, students will continue to further expand concepts, around the central theme of energy. They be introduced to the concept of work done and forces. They will explore the physics of motion and mechanical energy in a system. Students will delve into Newton’s Laws of Motion and engage in application of the laws in different scenarios.

The development of new ideas and technologies by humans and the impact of such technologies on the way we live, work and interact will also be considered. This course is designed to equip you with the necessary knowledge and skills to do all VCE Science subjects.

BIOLOGY UNIT 1 (10SBI)
This is Unit 1 Biology but with a little bit extra. This subject is designed to form the groundwork for further studies in Unit 3/4 Biology. Students will explore the inner workings of the cell, and use microscopes to analyse samples. They will refine their understanding and application of experimental method, performing an array of exciting experiments with biological molecules to gain an understanding of the intricacy and complexity of the human body at a cellular level. The anatomy of the human body will also be covered, with both theory and dissections allowing students an opportunity to delve into the unique structure and relationships of organs which form the essential body systems. In addition, this subject will provide an introduction to Bioinformatics and Evolution; important concepts that will be elaborated upon in Unit 4 Biology. Students will also be exposed to the style of questions and answers required for VCE Biology, making the transition into Unit 3/4 Biology more fluid.

LIVING SCIENCE (10SLS)
Welcome to the world of carbon chemistry. Many of the household chemicals that you are familiar with exist because of the chemistry of carbon including foods, fuels, drugs, beauty products and ‘plastics’. This unit will investigate the chemistry of living things and the products they create. What are biomolecules and how do they relate to us? What is the role of living things in fuelling the future? What would life be like without polymers? How are new medicines to fight disease developed? How do we get energy from the food we eat? ‘Living Science’ will investigate the questions of life and provide a sound background in organic chemistry for future studies.
PSYCHOLOGY  UNIT 2 (Year 10) (10SPS)
Unit 2: How do External Factors influence Behaviour and Mental Processes?
Students will evaluate how a person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students will investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted, they will evaluate the role social cognition plays in a person’s attitudes, perceptions of themselves and relationships with others, they will explore a variety of factors and contexts that can influence the behaviour of individuals and groups, and they will examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.
A key component of this unit is a student initiated practical activity related to internal and external influences on behaviour.
Assessment is to be based upon performance on tasks completed during coursework and will include a report of a practical activity involving the collection of primary data, a media analysis/response and a test involving multiple choice and/or extended response items.

PHYSICS  UNIT 2 (Year 10) (10SPH)
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.
In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.
Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.
INTERDISCIPLINARY SUBJECTS

Interdisciplinary subjects offer students the opportunity to gain understanding from more than one discipline area (also known as Domains). In this way students can choose to undertake a subject such as ‘Critical Research’ that includes aspects of Science and History.

CRITICAL RESEARCH (10ICR)

This subject gives students an opportunity to pose a deep and profound question in an area that they have a passion or interest. Students can explore anything from the physics of ‘Angry Birds’ to social justice and poverty issues in East Timor. Students are taught a series of thinking and research strategies and skills in order to prepare them for an in depth research task. These form the base for independent research. After developing their research question, students collect and analyse their data. They consider research ethics, relevant selected literature, conventions of academic writing including referencing systems and acknowledging sources. Students write their report in the style of a researcher and learn to present their findings orally and defend their research process and conclusions. The skills developed in this subject are integral to both VCE and tertiary studies.

DUKE OF EDINBURGH AWARD – BRONZE OR SILVER (10IDE)

This course provides the opportunity for students to participate, and at the minimum, gain the BRONZE level in the Duke of Edinburgh Award. The concept is one of individual challenge and provides a balanced, non-competitive programme of voluntary activities. Participants must be between the ages of 14 and 25. The award is a major international programme, recognised and used by agencies concerned with youth throughout the world.

There are four sections that participants have to undertake and complete in order to gain the award at any level (bronze 14yrs+, silver 15yrs+, gold 16yrs+). The sections are:

- **Service** - to learn how to give useful service to others
- **Expeditions** - to encourage a spirit of adventure and discovery
- **Skills** - to encourage the development of personal interests and practical skills
- **Physical Recreation** - to encourage participation in physical recreation and improvement of performance.

The minimum period of participation for direct entrants to qualify for an Award is six months for Bronze, twelve months for Silver and eighteen months for a Gold Award. This elective would involve establishing activities for each of the participants initially, and ensuring that all participants have a clear understanding of requirements. The majority of the time would be used to develop skills and knowledge to be able to complete the Expedition section - orienteering and navigation, tent set-up, packing a pack, bush cooking, bush hygiene, basic first-aid and survival, care of the environment, observation and recording. This course attracts a minimum registration and participation fee of approximately $150 as well as costs of overnight camps and transport amounting to an additional $80 (approximately)

EQ = HAPPY (10IEQ)

Feeling stressed? Anxious? Emotions out of your control? Not quite 100%? We all experience these at some point in our lives either for a brief moment or for an extended period of time. How do we bounce back? How do we move forward? How do we become more resilient?

This subject will build upon your understanding of Emotional Intelligence (EQ) and explore the physiological and psychological impacts of daily life through Mindfulness. Whilst IQ remains constant, your EQ can develop having a deep impact on your everyday interactions. Some studies show that EQ is more important than IQ when it comes to doing well in school, as intelligence alone won’t lead you to success. Working on these skills will have a positive impact on your health, communication and social skills, leadership skills and help you cope with life’s challenges and improve stress management. There will also be an opportunity to explore the benefits of yoga and meditation.
Assessment Tasks/Activities:
Task 1 – Individual Presentation = Understanding EQ & Mindfulness: Theories & Tests
Task 2 – Group Video (or equivalent) = Strategies/ techniques contributing to the wider community on EQ/Mindfulness
Task 3 - Mindfulness Journal

**SCIENCE OF SOUND (10ISS)**
Students will discover why people lose their hearing as they age? Why you sing better in the shower? Does silence really exist? How do musical instruments work? How can light be turned into sound for film? How does analogue and digital sound work and how do they differ? How to play music by waving your hands in the air? (The fascinating 'Theremin'). Does music really make you smarter and can sound control human thoughts and emotions? What is the difference between just and equal temperament or 'who changed the notes and wrecked harmony'? Can we see with sound?
Assessment tasks:
1. Experiments in sound science
2. Research project
3. Designing and building a musical instrument

**STUDIES OF ASIA (10ISA)**
Studies of Asia will investigate Asian history, geography, literature, traditional arts, music, foods, religion and linguistic features of Asia language and its culture. (Indonesia, Korea, Chinese, Vietnam, Japan, Malaysia etc.) The Australian Curriculum priority of Asia and Australia’s engagement with Asia and the general capability of Intercultural understanding will be addressed.