

year 10

curriculum handbook 2017



bring out her best.

STRATHCONA

year 10 2017 curriculum handbook

Table of Contents

Introduction.....	1
Career Planning.....	2
Year 10-12 Curriculum Guide.....	3
Christian Education.....	5
English.....	6
Geography: The Geography of Hazards & Disasters.....	7
Geography: The Geography of Tourism.....	8
History: The Making of the Modern World (1918 – Present).....	9
Mathematics Pathways.....	10
Mathematics.....	11
Physical Education.....	13
Science A.....	15
Science B.....	16

Year 10 Electives

Art.....	18
2D Art: Painting.....	18
2D Art: Photography.....	18
3D Art: Ceramics and Sculpture.....	19
3D Art: Textiles.....	19
Design 1 and 2.....	20
Civics and Citizenship: People and Power.....	21
Commerce: Dollars and Sense.....	22
Drama.....	23
Food Technology.....	25
Global Politics: The Global Citizen.....	27
ICT and Multimedia.....	28
Lights Camera Action.....	28
Web Design.....	28
iDev (iPad App Development).....	29
Journalism.....	31
Languages - Chinese (Mandarin), French, Italian.....	32
Chinese (Mandarin).....	32
French.....	33
Italian.....	34
Literature: Heroes and Villains.....	35
Mathematics: Nature, Beauty and the Real World.....	36
Music.....	37
Psychology.....	38
Sports Science.....	39
2017 Humanities Scope and Sequence diagram for Years 7-12.....	40

year 10 2017 curriculum handbook

Introduction

“Learning is a consequence of good thinking”

Professor David Perkins, Harvard Graduate School of Education

This handbook outlines the courses of study offered at Strathcona for 2017. Years 10 to 12 are exciting times for the girls with greater opportunity to make choices about what subjects they take.

While it is exciting to be able to choose subjects, some challenges need to be faced. It is not always easy dealing with choice. Some students want to do everything, but have to choose just a few subjects. Other students are not sure what they want to do. Then there are those who find it easy to choose, or they are happy with a range of possibilities. It is important for students to have discussions with parents, teachers and other advisers. They should take note of the content of this booklet.

There are a variety of reasons for choosing subjects:

- as preparation for ongoing study (languages at VCE require previous study)
- to find out more about a subject to help decide whether to study it in VCE (Dollars and Sense gives a taste of VCE Accounting and Economics)
- to learn more about something they plan not to study it in Years 11 and 12
- they are not sure what they want to do so they try a subject out

Throughout this choice process, particularly at Year 10, but also to a certain extent at Year 11, it is important to realise that not all combinations of subjects will work. When setting up the timetable we maximise the allocation of preferences but with nearly one hundred students the reality is many will not get all six of their preferences.

It is also likely that not all subjects offered will run. This will depend on the number of students wanting to take the subject.

The core studies at Year 10 keep most options at VCE open. The main exception is Languages. If you plan to study Art, Drama, Theatre Studies or Visual Communication and Design at VCE, it is also advisable to include some relevant study in your Year 10 electives.

Please see Mr Phillips for further assistance with Year 10 electives, and Mr Duncan for guidance for VCE studies.

I wish you success in your studies throughout Years 10-12.

Mr Ross Phillips
Dean of Studies

year 10 2017 curriculum handbook

Career Planning

Career planning is an essential part of the process of subject selection

We encourage students to plan a VCE course around their career interest area and personal strengths. They also need to be aware of the requirements for entry into tertiary institutions when making subject choices for VCE.

There are a number of resources available at Strathcona to support these decisions.

- *Careers Room Staff and Resources* - Current information about all tertiary institutions is available through a range of events, information sessions and through information in the Careers Room. Students are encouraged to make use of this information to collect important course details for decisions about their futures.
- *Students from Year 10 to Year 12* are able to make appointments with the Careers Advisor, Mr Duncan, to discuss career interests, subject selection and tertiary courses.
- *Careers Testing* – All students sit the Morrisby Test in Year 10, the results of which are presented in a booklet and provide a comprehensive and wide ranging measure of an individual's abilities and preferences. Also included is a range of career suggestions that can be used to assist in VCE course selection. The report is presented at a Parent Information Session early in Term 3. Additionally, students can access an online career test – 'MyCareerMatch' - via a School login.
- A weekly *Careers Newsletter*, providing information on current course and career information and upcoming events, that is available online on the Blackboard/MyStrathcona site.

year 10 2017 curriculum handbook

Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
English		<ul style="list-style-type: none"> • English • Journalism • Literature – Heroes and Villains 	one Unit 1 and one Unit 2 required <ul style="list-style-type: none"> • English 1 & 2 • Literature 1 & 2 • EAL 1 & 2 	one Unit 3 & 4 sequence required <ul style="list-style-type: none"> • English 3 & 4 • Literature 3 & 4 • EAL 3 & 4
Mathematics (three main pathways from Year 10)		Year 10 Mathematics (choose one) <ul style="list-style-type: none"> • Mathematical Methods 1 & 2 	<ul style="list-style-type: none"> • Specialist Mathematics 1 & 2 • Mathematical Methods 3 & 4 	<ul style="list-style-type: none"> • Specialist Mathematics 3 & 4
		<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematical Methods 1 & 2 	<ul style="list-style-type: none"> • Mathematical Methods 3 & 4
		<ul style="list-style-type: none"> • Mathematics (Sem 1) • Further Mathematics Preparation (Sem 2) 	<ul style="list-style-type: none"> • General Mathematics (Further) 1 & 2 	<ul style="list-style-type: none"> • Further Mathematics 3 & 4
Sciences		<ul style="list-style-type: none"> • Science A or Science B • Sports Science • Psychology 	<ul style="list-style-type: none"> • Biology 1 & 2 • Chemistry 1 & 2 • Physics 1 & 2 • Psychology 1 & 2 	<ul style="list-style-type: none"> • Biology 3 & 4 • Chemistry 3 & 4 • Physics 3 & 4 • Psychology 3 & 4
Humanities and Social Sciences	Commerce	<ul style="list-style-type: none"> • Dollars and Sense • Civics and Citizenship: People and Power 	<ul style="list-style-type: none"> • Accounting 1 & 2 • Economics 1 & 2 • Legal Studies 1 & 2 	<ul style="list-style-type: none"> • Accounting 3 & 4 • Economics 3 & 4 • Legal Studies 3 & 4
	Geography	<ul style="list-style-type: none"> • The Geography of Hazards & Disasters or • The Geography of Tourism • Global Politics: The Global Citizen 		<ul style="list-style-type: none"> • *Global Politics 3 & 4 • *Geography 3 & 4 (2018)
	History	<ul style="list-style-type: none"> • The Making of the Modern World 	<ul style="list-style-type: none"> • The Ancients 1 & 2 	<ul style="list-style-type: none"> • The Ancients 3 & 4 • Revolutions (Russia & China) 3 & 4
Religious Studies		<ul style="list-style-type: none"> • Christian Education • Religion and Society 1 	<ul style="list-style-type: none"> • Ethics and Morality • Religion and Society 2 	

year 10 2017 curriculum handbook

Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
Arts	Art	<ul style="list-style-type: none"> • 2D Art: Painting • 2D Art: Photography • 3D Art: Ceramics and Sculpture • 3D Art: Textiles • Design Sem 1 and/or Sem 2 	<ul style="list-style-type: none"> • Art 1 & 2 • Visual Communication Design (VCD) 1 & 2 	<ul style="list-style-type: none"> • Art 3 & 4 • Visual Communication Design (VCD) 3 & 4
	Drama	<ul style="list-style-type: none"> • Drama Sem 1 and/or Sem 2 		<ul style="list-style-type: none"> • *Drama 3 & 4 (2018) • *Theatre Studies 3 & 4 (2017)
	Music	<ul style="list-style-type: none"> • Music: History & Styles 	<ul style="list-style-type: none"> • Music Performance 1 & 2 	<ul style="list-style-type: none"> • *Music Performance 3 & 4
Languages		<ul style="list-style-type: none"> • French • Italian • Mandarin Chinese 	<ul style="list-style-type: none"> • French 1 & 2 • Italian 1 & 2 • Chinese (SL) 1 & 2 	<ul style="list-style-type: none"> • French 3 & 4 • Italian 3 & 4 • Chinese (SL) 3 & 4
Health and Physical Education		<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Physical Recreation • Health and Human Development (HHD) 1 & 2 • Physical Education 1 & 2 	<ul style="list-style-type: none"> • *Health and Human Development (HHD) 3 & 4 • *Physical Education 3 & 4
Information and Communication Technology (ICT) and Design and Technology		<ul style="list-style-type: none"> • Lights, Camera, Action • Web Design • iDev • Food Technology 1 • Food Technology 2 	<ul style="list-style-type: none"> • Computing 1 & 2 • VCE/VET Certificate II Hospitality (Operations) – off campus 	<ul style="list-style-type: none"> • *Informatics 3 & 4 • *Food Studies • VCE/VET Certificate III Hospitality (Operations) – off campus

KEY: *Units 3 & 4 which may be appropriate for acceleration for some students; Core subjects in **bold**; Year 10 students study three electives per semester.

HIGHER EDUCATION STUDIES: Applications for entry to these subjects will be open in Term 4 for students in Year 11. They are subject to University entry requirements.

VET (VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS): A range of studies are available such as Community Services and Applied Fashion Design and Technology. The students' timetables and commitments will determine their ability to access courses. A separate application process is involved. Additional costs may be incurred.

All offerings are subject to student demand and timetable requirements. To maximise student opportunities some Year 11 studies (eg. Economics, Physical Education and Psychology) may run either Unit 1 or 2, rather than both.

year 10 2017 curriculum handbook

Christian Education

The curriculum plan is to provide a platform to engage in interfaith discussion in relation to religions of ancient civilisations, Christianity, Judaism, Islam, Hinduism and Buddhism. Students will be introduced to these main world religions through multimedia presentations and class discussions. They will identify the features common to religions, especially the eight aspects of religion, and discuss the contributions religion has made to the development of human society. Students will have an opportunity to participate in the Building Bridges Program (Interfaith Dialogue in Melbourne schools) where they will share their religious experiences and beliefs with other students.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Religions of ancient civilisations and the importance of the aspects across different religious traditions• The Aspects of Religious Belief• Christianity• Hinduism• Easter Reflection• Chapel services	<ul style="list-style-type: none">• Buddhism• Islam• Geographic distribution of religions found throughout the world today• Building Bridges Program (optional)• Chapel services
Term 3	Term 4
<ul style="list-style-type: none">• Islam• Judaism• Building Bridges Program (optional)• Chapel services	<ul style="list-style-type: none">• Judaism• Comparative Analysis of at least two religious traditions• Christian Christmas Reflection• Chapel Services

Purpose

To identify and be able to describe common features and characteristics of several main world religions. To appreciate the nature and purpose of religion, past and present. To value the contributions, both positive and negative, of religion in general to the development of human society. To value and understand the place of Christian belief and practice and its contribution to our community.

Features

- multimedia presentations
- whole class and small group discussion
- annotated charts
- analytical exercises
- written exercises
- mini test
- Building Bridges Interfaith Dialogue (optional)
- Guest speakers

Assessment

Completion of set tasks for each religion analysed as well as contribute to class activities and times of worship.

year 10 2017 curriculum handbook

English

The English Learning Area involves learning about English language, literature and literacy. These three interrelated strands of learning form the core of the English curriculum as set out in the Victorian Curriculum.

Through studying these interrelated strands students learn to listen, speak, read, view, write and create increasingly complex and sophisticated texts with accuracy, fluency and purpose. The study of English helps create confident communicators, imaginative thinkers and informed citizens who learn to analyse, understand and build relationships with others and the world around them.

Topics

Term 1	Term 2
<ul style="list-style-type: none">Literature study of William Shakespeare's <i>Macbeth</i>* and Literature study of George Orwell's <i>Animal Farm</i>*	<ul style="list-style-type: none">Creative and analytical response to texts. Includes language analysis of media articles.
Term 3	Term 4
<ul style="list-style-type: none">Comparative study of Jane Harrison's <i>Stolen</i>* and <i>Rabbit Proof Fence</i>* directed by Phillip Noyce	<ul style="list-style-type: none">Thematic comparison of texts. Includes language analysis of media articles.

* texts for 2017 are subject to change

Purpose

Students are encouraged to come to an explicit understanding and appreciation of the nature of the English language and how it works to create various kinds of meanings across a variety of contexts. The importance of engaging with the ideas of others, with texts of all types, with people around her and with the wider world in the most general sense is fostered. In a manner peculiar to English, the student is afforded the opportunity to engage with herself as an individual, with others, and with social and cultural contexts, both her own and that of others.

Features

- to foster a love of language and literature through introducing students to a range of texts, encompassing classic works in the main genres and contemporary texts drawn from a wide range, including contemporary film, media and multimodal texts. Thereby developing the skills of comprehension, interpretation, and evaluation
- to facilitate the acquisition of personal skills in reading, writing, speaking and listening through regular and varied practice, emphasising accuracy, flexibility, breadth and appropriateness to encourage initiative and self-reliance in the use of language and the exploration of texts and ideas
- to empower students by encouraging a metalinguistic and metacognitive awareness of themselves as language users and as thinkers, to hone the skills of logical and critical thought
- to develop a capacity for independent learning through the acquisition of research and information retrieval skills through the use of a range of electronic and print resources
- to practise the use of different media for communication, exploring the different conventions attached to these.

Assessment

A range of assessment tasks are provided and students are encouraged to develop a sense of their own strengths and weaknesses and indeed their own inclinations and predilections, across the range of intelligences and thinking styles.

- analytical and creative writing
- comparing texts
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audiences
- students who take the English as an Additional Language (EAL) elective are expected to sit for the EAL examinations held in June and November. Students are defined as being EAL students if they come from a language background other than English, and require additional support in learning English as an additional language.

year 10 2017 curriculum handbook

Geography: The Geography of Hazards & Disasters

Students are required to choose either **The Geography of Hazards & Disasters** or **The Geography of Tourism** as their core single-semester study of Geography.

This **Physical Geography** subject enables students to progressively develop their own understanding of the contemporary world by investigating the spaces and places humans occupy and the impact of human interactions with the natural world. This includes integrating a range of historical, economic, ecological and cultural perspectives to give depth and breadth to student learning. Students who choose to undertake this subject will:

- construct an overview of hazards and disasters
- investigate two contrasting types of hazards including those that occur within local areas and regional and global hazards, such as drought, pests and infectious disease
- examine the processes, causes and impacts involved with hazards and hazard events
- examine and evaluate human responses to hazard events
- analyse the interconnections between human activities and natural phenomena causing hazards
- evaluate how people have attempted to reduce human vulnerability to, and the impact of, future hazard events.

Area of Study 1	The Nature of Hazards & Disasters
Students	<ul style="list-style-type: none">• Examine hazards and hazard events• Engage in a study of at least two specific hazards at a range of scales.
Area of Study 2	Responses to Hazards & Disasters
Students	<ul style="list-style-type: none">• Explore the nature and effectiveness of specific measures, such as prediction and warning programs• Examine community preparedness and land use planning• Evaluate actions taken after hazards become destructive disasters.
Assessment Tasks	
Students undertake a Fieldwork Investigation of a Local example of a Hazard and/or a Hazard Event and complete a range of assessment tasks selected from: guided inquiry exercises, short answer guided responses, oral presentations, case-study reports, media production, interview (record, transcribe & report), structured questions, workbook folio and/or personal or collaborative reflective learning journals (electronic, multi-media or hardcopy), peer to peer feedback exercises. There will be an examination held at the end of the semester.	

The process of geographical inquiry used to explore the key knowledge in this subject is designed to develop student understanding and capacity to apply a range of pivotal geographical concepts and key geographical skills that are used in **VCE Geography Unit 3 ‘Changing the Land’** and **VCE Geography Unit 4 ‘Human Population – Trends and Issues’**. This core Geography option also provides useful background knowledge relevant to students intending to undertake future studies in **VCE Economics (Units 1-4)**, **VCE Legal Studies (Units 1-4)** and **VCE Global Politics (Units 3 and 4)**.

year 10 2017 curriculum handbook

Geography: The Geography of Tourism

Geography at Year 10 is a single-semester subject. As part of their Year 10 core study program, students choose **either The Geography of Hazards and Disasters or The Geography of Tourism**.

This **Human Geography** subject enables students to progressively develop their own understanding of the contemporary world by investigating the spaces and places humans occupy and the impact of human interactions with the natural world. This includes integrating a range of historical, economic, ecological and cultural perspectives to give depth and breadth to student learning. Students who choose to undertake this subject will examine:

The scope, impact and management of tourism with an emphasis on the local and Asia Pacific region since the 1950s. This includes:

- the past and predicted growth of Tourism
- the relevance of Tourism to each student's current and future life
- the impact of Tourism on the natural and human world
- the and human efforts to manage the sustainability of natural world by minimising the environmental footprint of tourism.

Area of Study 1	Characteristics of Tourism
Students	<ul style="list-style-type: none">• Examine the characteristics, location and distribution of different types of Tourism at a local, regional and global scale• Explore tourist destinations and the various factors affecting different types of Tourism within Australia and elsewhere in the world.
Area of Study 2	Impacts of Tourism
Students	<ul style="list-style-type: none">• Investigate, analyse and evaluate the environmental, economic and socio-cultural impacts of Tourism by conducting a fieldwork investigation at one local tourism location• Undertake Case-Study research of examples of Tourism at a Global scale.
Assessment Tasks	
Students undertake a Fieldwork Investigation of a local Tourism site and engage in a range of assessment tasks selected from: guided inquiry exercises, short answer guided responses, oral presentations, case-study reports, media production, interview (record, transcribe & report), structured questions, workbook folio and/or personal or collaborative reflective learning journals (electronic, multi-media or hardcopy), peer to peer feedback exercises. There will be an examination held at the end of the semester.	

The process of geographical inquiry used to explore the key knowledge in this subject is designed to develop student understanding and capacity to apply a range of pivotal geographical concepts and key geographical skills that are used in **VCE Geography Unit 3 'Changing the Land'** and **VCE Geography Unit 4 'Human Population – Trends and Issues'**. This core Geography option also provides background knowledge relevant to students intending to undertake future studies in **VCE Economics (Units 1-4)**, **VCE Legal Studies (Units 1-4)** and/or **VCE Global Politics (Units 3 and 4)**.

year 10 2017 curriculum handbook

History: The Making of the Modern World (1918 – Present)

History at Year 10 is a single-semester subject. All students engage with coursework that focuses on Australia in its global context from 1918 until the present by applying the following historical concepts and skills: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

The coursework focus of Year 10 History provides students with an opportunity to:

- discern why the twentieth century became a critical period in Australia’s social, cultural, economic and political development
- explain why the transformation of the modern world at this time was fraught with political turmoil and global conflict
- investigate how international cooperation provided a necessary context to understand Australia’s development, its place within the Asia-Pacific region, and its global standing today.

Over the course of one semester, students examine and engage in three Areas of Study:

Area of Study 1	Australia at War World War II
Students	<ul style="list-style-type: none"> • Examine the causes of WWII and the reasons why Australians enlisted • Explore the significant places where Australians fought and their perspectives • Examine the significant turning points of WWII and the nature of warfare • Evaluate the effects of WWII with a particular emphasis on the changes and continuities brought to the Australian home front and society • Analyse the significance of WWII to Australia’s international relationships in the 20th Century, with particular reference to Britain, the USA, Asia and United Nations • Explore different historical interpretations and the contested debates about WWII and the evaluate the significance of the Australian commemoration of war.
Area of Study 2	Rights and Freedoms (1945 – The Present)
Students	<ul style="list-style-type: none"> • Explore the significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration • Analyse the struggle of the Aboriginal and Torres Strait Islander peoples pre 1965 • Evaluate the effects of the US civil rights movement and its influence on Australia • Explore the significance of The 1962 right to vote federally, the 1967 Referendum, Reconciliation, Mabo Decision, Bringing them Home Report (the Stolen Generations), the Apology and different perspectives of this era • Evaluate the methods used by civil rights activists to achieve change for ATAS peoples, and the role of one individual or group in the struggle for change • Evaluate continuity and change for the ATAS civil rights and freedoms movement.
Area of Study 3	The Globalising World
Students	Investigate the major global influence of Popular Culture or the Environment Movement or Migration Experiences or a Political Crisis in terms of how it has shaped Australian society during the twentieth century.
Assessment Tasks	
Students complete a range of assessment tasks that are selected from: guided inquiry exercises, analyses of primary sources and historical interpretations, extended response (essay), research project, oral presentation, workbook folio and/or personal or collaborative reflective learning journals (electronic, multi-media or hardcopy) and peer to peer feedback exercises. There will be an examination held at the end of the semester.	

The process of historical inquiry used to explore the key knowledge in this subject develops student understanding and capacity to apply a range historical concepts and key historical skills that are further developed in **VCE History (Units 1 and 2) Ancient History** and **VCE History (Units 3 and 4) Revolutions**. This core Year 10 History subject also provides useful background knowledge relevant to students intending to study **VCE Economics (Units 1-4)**, **VCE Legal Studies (Units 1-4)**, **VCE Global Politics (Units 3 and 4)** and/or **VCE Geography (Units 3 and 4)**

year 10 2017 curriculum handbook

Mathematics Pathways

Pathways in Mathematics in the VCE

	Year 10		Year 11		Year 12
Pathway 1	Mathematics	⇒	Specialist Mathematics 1 & 2 and Mathematical Methods 1 & 2	⇒	Mathematical Methods 3 & 4 with the option of also Specialist Mathematics 3 & 4
Pathway 2	Mathematics	⇒	Mathematical Methods 1 & 2	⇒	Mathematical Methods 3 & 4 and/or Further Mathematics 3 & 4
Pathway 3	Mathematical Methods 1 & 2	⇒	Mathematical Methods 3 & 4 with an option of Specialist Mathematics 1 & 2	⇒	Specialist Mathematics 3 & 4
Pathway 4	Mathematics (Sem 1) Further Mathematics Preparation (Sem 2)	⇒	General Mathematics (Further) 1 & 2	⇒	Further Mathematics 3 & 4
Pathway 5	Mathematics	⇒	General Mathematics (Further) 1 & 2	⇒	Further Mathematics 3 & 4

Notes:

- Students enrolling in Specialist Mathematics require a background of Specialist Mathematics Units 1 & 2 and Mathematical Methods Units 1 & 2.
- Students taking Specialist Mathematics must also take Mathematical Methods Units 3 & 4, either concurrently or before.
- A maximum of 2 Mathematics studies at Units 3 & 4 level are included in the top 4 studies when calculating the ATAR. 10% of the Study Score of the fifth and sixth subjects is added to the sum of the Study Scores of the top 4 studies to calculate the aggregate score that is used to determine the ATAR.
- Entry to Further Mathematics Preparation, General Mathematics (Further) Units 1 & 2 and Accelerated Mathematical Methods Units 1 & 2 is by teacher recommendation only.
- Other pathways may be possible depending on the individual needs of the students.
- Scaling procedures ensure that students are fairly rewarded for selecting the level of Mathematics at Units 3 & 4 appropriate to them. Details about scaling in the VCE is available on Blackboard

year 10 2017 curriculum handbook

Mathematics

In Semester 1, all students undertake the study of Mathematics at Year 10. This course prepares students for the study of any of the VCE Mathematics subjects.

Students who have achieved a high standard in Accelerated Mathematics in Year 9 will be invited to accelerate their VCE Mathematics by attempting Mathematical Methods Units 1 & 2, in Year 10.

For students who have experienced difficulty with Mathematics in Year 9 or in Semester 1 of Year 10, a recommendation will be given to them and their parents that Further Mathematics Preparation be undertaken in Semester 2. This subject provides the basis for a business-oriented pathway, allowing the study of Further Mathematics in Year 12.

This Mathematics course at Year 10 involves learning about Mathematics in the four Content Strands of Number and Algebra, Measurement and Geometry, Statistics and Probability. These four strands of learning form the core of the Mathematics curriculum as mandated in the Australian Curriculum at every level of secondary school. Topics that lead to VCE Mathematics become the most significant emphasis.

Mathematics

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Measurement• Surds• Indices	<ul style="list-style-type: none">• Linear Functions• Simultaneous Equations
Term 3	Term 4
<ul style="list-style-type: none">• Quadratic Algebra• Graphing Parabolas	<ul style="list-style-type: none">• Probability• Trigonometry

Purpose

Students will consolidate knowledge of concepts and processes from Year 9 and begin to build the knowledge base required to undertake VCE Mathematics. In Mathematics, students will begin to use their CAS calculator and develop their skills in how to use it effectively.

Features

- use known properties of shapes to justify observations and to deduce further properties
- investigate and apply conditions of similarity and congruence in two and three dimensions
- investigate and distinguish between dependent and independent events and analyse and interpret events involving conditional probability and chance variation
- routinely represent and manipulate mathematical expressions which involve more complex combinations of linear, power, square root, reciprocal and exponential terms in algebraic notation
- use mathematical expressions involving parameters to describe sequences and rules for relationships between variables and propositions involving these more complex forms
- use technology to explore algebraic equations and patterns in symbolic form

Assessment

Assessments will essentially be of two types. One type will emphasise students' development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems. Their use of their CAS calculator will also be of importance.

year 10 2017 curriculum handbook

Further Mathematics Preparation

This subject takes place in second semester of Year 10 as an alternative to Year 10 Mathematics.

Topics

Term 3	Term 4
<ul style="list-style-type: none">• Linear and non-linear relations• Statistics	<ul style="list-style-type: none">• Financial Arithmetic• Trigonometry

Purpose

This subject is specifically designed for students experiencing difficulty with Year 10 Mathematics. Its content focuses on giving students a background preparation for undertaking Further Mathematics Units 1 to 4.

Features

- investigate linear and non-linear relations including equations, algebra, logic and their applications
- collect, present and analyse data
- consider different forms of data representation
- create appropriate and effective data summaries and critically interpret common media presentations
- investigate mental, by-hand and technology assisted computation with practical financial arithmetic
- including estimation, order of magnitude and accuracy, simple interest, compound interest
- compare purchase options
- understand cash flow in common accounts
- investigate right angled triangles
- solve problems involving right angled triangles (including 3D)
- use trigonometric ratios: sine, cosine and tangent

Assessment

Assessments will essentially be of two types. One type will emphasise students' development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems. Their use of their CAS calculator will also be of importance.

year 10 2017 curriculum handbook

Physical Education

Physical Education develops the students' ability to analyse movement techniques, game skills and to modify their movement patterns. Girls are involved in many aspects of physical activity including coaching, umpiring and as active participants.

Topics

Term 1	Term 2
<p>Ball Sports/Sports of the World Students participate in a range of sports that requires them to transfer learnt motor skills and game play, to familiar sports such as basketball, handball and football codes whilst also being exposed to unfamiliar games such as European handball and Tchoukball.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>	<p>Netball Through a sport education program "SEPEP": students take on a variety of other roles such as coaching. The concept of transferring skills between sports for success is revisited.</p> <p>Fitness Monitoring personal levels and participating in activities to develop aerobic capacity. Developing training programs using specific training methods to pursue strengths and areas of weakness.</p>
Term 3	Term 4
<p>NetGames: Volleyball/Badminton Students develop higher level skills and refine basic skills. Game play and strategies are discovered. Biomechanical principles of different shots and their efficiency in game situations are a point of focus.</p> <p>Weights Room Students are introduced to the weights room and design a training program. Basic exercise physiology is introduced and acute and chronic responses to exercise are discovered.</p>	<p>Invasion Games Students participate in a variety of team games which the purpose is to invade the opponents' territory while scoring points and keeping the opponents score to a minimum.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>

Purpose

Physical Education is a key part of the overall development and education of a child. It encourages the learning of the human body and the benefits of physical activity for individuals and others in the wider community. Students experience a range of physical activities, sports and recreational activities. Involvement in these physical activities assists the development of motor skills and fitness, provides challenges, promotes growth, and provides team work and leadership opportunities. Through participation in practical classes, students develop socialisation skills, confidence in performance, application of motor skills in a variety of activities and intelligent thinking and strategic planning as part of a team.

Features

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity through working as part of a team and participating in practical classes. Students develop and refine fundamental and game specific motor skills, movement patterns and aquatic skills. Students are provided with opportunities in a collaborative and cooperative setting, to practise and apply these skills during drills, games and modified sports, in organised game play.

year 10 2017 curriculum handbook

Assessment

Students are assessed on the following key performance indicators:

- Performance of proficient motor skills, in simple and increasingly complex skill development activities
- Development of motor skills which are appropriate to specific major games, activities and sports
- Application of motor skills and decision making in game play
- Capacity to work as part of a team
- Positive participation in class
- Demonstrating responsibility for learning
- Responding to advice

year 10 2017 curriculum handbook

Science A

Year 10 Science A consolidates the solid foundation of knowledge and skills of the biological, chemical and physical sciences. Students select and integrate scientific knowledge and methods needed to explain and predict phenomena and apply that understanding to new situations and events. The emphasis is on the study of genetics, evolution, atomic structure and chemical equations, organic chemistry, electricity and motion.

Topics

Semester 1
Students rotate through units. Below are the Semester 1 units: <ul style="list-style-type: none">• It's All in Your Genes• Patterns and Properties of the periodic table• Electric Circuits
Semester 2
Students rotate through these units. Below are Semester 2 units: <ul style="list-style-type: none">• Evolution• Organic Chemistry• Motion and Forces

Purpose

A more detailed study of each branch of science and scientific procedures is undertaken. The course encourages the girls to consider which areas of science they wish to pursue at VCE level. All students completing this course should feel confident in their ability to solve problems and make informed, evidence-based decisions about current and future applications of science.

Features

Year 10 Science topics run for 15 lessons. Most topics are taken by a VCE discipline specialist (e.g physics topics are taken by a VCE Physics teacher).

Students:

- undertake an introductory study of chromosomes, genes, cell division and different types of inheritance as well as genetic abnormalities
- revise the patterns within the periodic table. They are introduced to types of chemical reactions and the balancing of chemical equations
- identify a range of common circuit components and use these to construct and test series and parallel circuits
- calculate total resistance in series and parallel circuits and use Ohm's Law to calculate voltage, current and resistance
- investigate the theories of evolution and natural selection and evaluate evidence about evolution of species
- name and learn the structure of hydrocarbons, alcohols and organic acids
- study moving objects and the connection between force, mass, acceleration and velocity

Assessment

The assessment for this course is based on classwork, test results and the semester examination:

- 25% of the assessment grade is the knowledge of the course content as assessed in tests
- 25% is for being able to apply this knowledge and solve problems relating to the course content
- 25% is for communicating ideas scientifically such as in practical reports and assignment work
- 25% is based on the examination.

year 10 2017 curriculum handbook

Science B

Science B is by invitation only and is restricted to focus on the branches of science of Biology and Psychology. The focus is on living a healthy life both physically and mentally.

Students who are selected by their Year 9 Science teacher to undertake this course will understand:

- why and how some people are happier than others
- the different ways people communicate non-verbally and how individuals use communication skills to develop friendships
- that our body is composed of a number of systems that work together to ensure oxygen and nutrients get to their cells and that wastes need to be removed
- that cells are the basic building blocks of our bodies and that complex processes enable them to operate effectively
- that DNA controls cell functions and the inheritance of characteristics.

Prerequisite

Recommendation from Year 9 Science teacher and a permission letter signed by a parent.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Pursuit of Happiness• Systems on the Human Body: Digestion and Nutrition	<ul style="list-style-type: none">• Systems of the Human Body: Circulatory, Respiratory, Excretory• Embryo Development
Term 3	Term 4
<ul style="list-style-type: none">• Genetic Basis of Inheritance - <i>Similar to Science A. Only simple inheritance is studied</i>• Cell Structure and Function	<ul style="list-style-type: none">• Human Relationships

Purpose

Students attaining a grade B or higher in Science B will have the necessary knowledge to undertake VCE Units 1 & 2 Biology and Psychology. Science B students will not have the appropriate background to study VCE Physics or VCE Chemistry.

Features

Time is spent developing the students' study and revision skills. Practical skills are also a focus where students are encouraged to take a leadership role.

Students:

- gain an insight into how we can be happy and why some people are more fulfilled than others
- study the components of the digestive system and how they work together to break down complex substances to simpler substances. Food groups and food labelling is examined as is the acidic environment both in our stomach and in the home
- describe the circulatory, respiratory systems and their role in enabling us to live healthy lives
- study the stages of embryo development and the impact on the mother
- learn how important parenting is in the successful upbringing of their offspring
- undertake an introductory study of chromosomes, genes, cell division and different types of inheritance as well as genetic abnormalities
- understand the structure of cells and cellular organisation. Specialised parts of cells are studied for their functions and biochemical processes
- study the concepts of territorial and personal space, gestures including cross cultural gestures, facial expressions and how these all come together in human relationships

Assessment

The assessment for this course is based on classwork, test results and the semester examination:

- 25% of the assessment grade is the knowledge of the course content as assessed in tests
- 25% is for being able to apply this knowledge and solve problems relating to the course content
- 25% is for communicating ideas scientifically such as in practical reports and assignment work
- 25% is based on the examination.

2017

Year 10 Electives

year 10 2017 curriculum handbook

Art

For those students who are intending to continue with Art in Years 11 and 12, it is recommended they select two Art electives, or one Art and one Design elective, over the year. For students intending to do VCD in Years 11 and 12, it is highly recommended that one Design unit and one Art unit be chosen at Year 10 as a preparation for VCE VCD.

2D Art: Painting

Students are introduced to 2 Dimensional art production techniques and concepts, which will enable them to create a number of expressive and perceptive paintings in a range of media. They will be required to maintain a visual and written record of their exploration and conceptual development in their visual diary. Through the study of relevant artists and the application of analytical frameworks, students will form personal opinions about artworks and art movements.

Purpose

To introduce the analytical frameworks and how to apply them to their own works and other artists' works; research different types of painting techniques, analyse the formal visual elements and discuss the meaning of art works; begin to develop informed opinions and be able to enjoy creating and looking at artworks; introduce the design process; explore and use a variety of sources for inspiration, drawing upon other artists' work, as well as their own experiences, observations and imagination; trial a number of possible solutions to a topic.

Features

They will complete a range of drawing and painting exercises using media and techniques that could include watercolour, gouache, ink, mixed media, acrylic and oil paint.

Assessment

- maintenance of a visual diary to record studio experience
- practical activities and finished artworks
- research tasks

2D Art: Photography

Students are introduced to 2 Dimensional (2D) art production techniques and concepts using photographic media, including digital SLR Cameras, iPads, light sensitive papers, darkroom and digital editing and printing techniques. This will enable students to create a number of expressive and perceptive artworks. They will be required to maintain a visual and written record of their exploration and conceptual development in their visual diary. Through the study of relevant artists and the application of analytical frameworks, students will form personal opinions about particular artworks and art movements using photographic media.

Purpose

To introduce the analytical frameworks and how to apply them to their own works and other artists' works; explore photographic techniques used in 2D artworks, analyse the formal visual elements and discuss the meaning or intentions of art works; begin to develop informed opinions and be able to enjoy creating and looking at artworks; introduce the design process; explore and use a variety of sources for inspiration, drawing upon other artists' work, as well as their own experiences, observations and imagination; trial a number of possible solutions to a topic or theme.

Features

Students will explore a range of photographic media, including digital SLR Cameras, iPads, light sensitive papers, multimedia, darkroom and digital imaging printing techniques.

year 10 2017 curriculum handbook

Assessment

- maintenance of a visual diary to record studio experience
- practical activities and finished artworks
- research tasks

3D Art: Ceramics and Sculpture

In this unit students are introduced to various 3 Dimensional art production techniques and concepts, which will enable them to create a number of expressive and imaginative sculptures. Students will be required to maintain a visual and written record of their exploration and conceptual development in their visual diary. Through the study of significant artists and the application of Analytical Frameworks students will start to form personal opinions about 3D artworks with a focus on traditional and contemporary sculpture.

Purpose

To introduce the Analytical Frameworks and how to apply them to their own works and other artists' works; research different types of 3D art forms and techniques from a range of contexts, they will analyse the design, techniques and meaning of art works; develop informed opinions and be able to enjoy creating and looking at artworks; introduce the design process; explore and use a variety of sources for inspiration, drawing upon other artists' work, as well as their own experiences, observations and imagination; trial a number of possible solutions to a topic or theme.

Features

Students will complete a number of artworks using different 3D techniques. These could include ceramics, sculpture, textiles, installation and mixed media.

Assessment

- maintenance of a visual diary to record studio experience
- practical activities and finished artworks
- research tasks

3D Art: Textiles

In this unit students are introduced to various 3 dimensional (3D) textile art production techniques and concepts, which will enable them to create a number of expressive and imaginative artworks. Students will be required to maintain a visual and written record of their exploration and conceptual development in their visual diary. Through the study of significant artists and the application of Analytical Frameworks students will start to form personal opinions about 3D textile artworks and explore textile art from other cultures and art movements.

Purpose

To introduce the Analytical Frameworks and how to apply them to their own works and other artists' works; research different types of 3D art forms and techniques from a range of contexts, they will analyse the design, techniques and meaning of art works; develop informed opinions and be able to enjoy creating and looking at artworks; introduce the Design Process; they will explore and use a variety of sources for inspiration, drawing upon other artists' work, as well as their own experiences, observations and imagination; trial a number of possible solutions to a topic or theme.

Features

Students will complete a number of artworks using different 3D textile techniques. These could include screen-printing, fabric painting and dying, simple garment construction, yarn craft, hand and machine embroidery, beading and mixed media

year 10 2017 curriculum handbook

Assessment

- maintenance of a visual diary to record studio experience
- practical activities and finished artworks
- research tasks

Design 1 and 2

Students wishing to undertake Visual Communication Design in Year 11 should complete a minimum of one unit of Design in Year 10.

The Art Department offers two one-semester elective units of Design at Year 10. In Design, students are introduced to various design production techniques and concepts which will enable them to create a variety of image based communications. They will be required to maintain visual and written records of their design processes and conceptual development. Through the study of source material, relevant designers and design movements students will form personal opinions and an ability to analyse the function of contemporary and historical visual communications.

Design 1

- re-introduction to the Design Process, sourcing inspiration, documentation, designing, trialling, evaluating
- students are introduced to several different drawing systems of Paraline and One and Two-Point perspective
- students are introduced to a variety of rendering techniques
- students are introduced to Photoshop and Illustrator
- students complete a number of worksheets on relevant designers, historical and social context

Design 2

- re-introduction to the Design Process, Sourcing inspiration, documentation, designing, trialling, evaluating
- students are re-introduced to Paraline and One and Two-Point perspective, with an emphasis on 3D constructions
- students make models
- students work with Photoshop and Illustrator
- students complete a number of worksheets on relevant designers, historical and social context

Features

Students will explore and use a variety of sources for inspiration, drawing upon other designers' work, as well as their own experiences, observations and imagination. They will trial a number of possible solutions to a topic. Students will make a range of finished works combining and manipulating design elements and principles. They will use a range of media and techniques with increasing skill. Students will research different types of image based communications from a range of contexts, they will analyse the design, techniques and meaning of the works. They will develop informed opinions and be able to enjoy creating and looking at image based communications.

Assessment

- maintain a workbook to record studio experience
- practical activities
- create a number of finished works
- research tasks

year 10 2017 curriculum handbook

Civics and Citizenship: People and Power

This single-semester elective delivers The Humanities (Civics and Citizenship) Victorian Curriculum (VCAA 2016). It is designed to consolidate and extend Year 10 student understandings of the Australian political system and how this system enables change. This elective provides students with an opportunity to examine

- the court system in Australia and how it works to support a democratic and just society
- democracy in Australia in terms of the extent it is defined and shaped by the global context
- citizen participation in an interconnected world
- whether government policies are shaped by Australia's international legal obligations
- the features of a resilient democracy.

Year 10 Students complete two Areas of Study in this one semester duration elective.

Area of Study 1	Australia's Legal System
Students	<ul style="list-style-type: none">• Investigate the features and principles of Australia's court system• Investigate the role of the Australian court system in applying and interpreting Australian law• Study the purpose and work of the High Court.
Area of Study 2	Australian Democracy & Global Citizenship
Students	<ul style="list-style-type: none">• Examine the ways political parties, interest groups, media and individuals influence government and decision making processes• Compare Australia's system of government with an Asian system of government• Examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations• Examine global connectedness and how it shapes contemporary Australian society• Investigate the values and practices that make a democratic society sustainable.
Assessment Tasks	
Students complete a range of tasks selected from: Guided inquiry exercises, short answer guided responses, extended response (essay), research projects, case studies, formal report, oral presentation, data collection and analyses, structured questions, workbook folio.	

This **Humanities elective subject** helps prepare students intending to undertake **VCE Legal Studies (Units 1-4)**. It also provides useful background knowledge relevant to students intending to study **VCE Economics (Units 1-4)**, **VCE Global Politics (Units 3 and 4)** and/or **VCE Geography (Units 3 and 4)**.

year 10 2017 curriculum handbook

Commerce: Dollars and Sense

This single-semester elective delivers the Victorian Curriculum (Economics & Business) (VCAA 2016). This means it provides students with an opportunity to further develop their understanding of the Australian economy by:

- learning about the allocation of resources in Australia's market capitalist economy
- examining the roles, rights and responsibilities of consumers, producers, savers, investors and workers
- developing enterprising behaviours and capabilities to use in life and facilitate career opportunities.

Area of Study 1	Introduction to Australia's economy and financial literacy
Students	<ul style="list-style-type: none"> • Consider the performance of the Australian economy and the importance of its interactions and relationships with Asia and the global economy • Examine the significance of trading relationships in supporting prosperous outcomes for the economy and the business sector • Investigate the relationship between economic performance, living standards, the business sector and why these differ across regions within and between economies • Continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government • Explain the role of financial institutions in their interactions with consumers, businesses and the government.
Area of Study 2	Getting into Business and Entrepreneurship
Students	<ul style="list-style-type: none"> • Examine Australian businesses seeking competitive advantages in different markets • Examine the role of innovation and its influence on business success • Explore changes in the work and business environment in Australia and globally • Explore the implications of the changing work and business environment this has for current and future work and the work of entrepreneurs • Investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments • Investigate the different strategies for managing financial risks and maximising rewards across an ever-changing financial landscape.
Assessment Tasks	
Students complete a range of tasks selected from: Guided inquiry exercises, short answer guided responses, extended response (essay), research projects, case studies, formal report, oral presentation, data collection and analyses, interview (record, transcribe and report), structured questions, workbook folio of exercises.	

This **Humanities** elective subject helps prepare students intending to undertake the commerce focused subjects of **VCE Accounting (Units 1-4)** and **VCE Economics (Units 1-4)**. It also provides useful background knowledge relevant to students intending to undertake a study of **VCE Legal Studies (Units 1-4)**, **VCE Global Politics (Units 3 and 4)** and/or **VCE Geography (Units 3 and 4)**.

year 10 2017 curriculum handbook

Drama

Semester 1: Play Production

This unit focuses on putting on a theoretical production for an audience. It focuses on acting and also involves the students selecting one area of stagecraft from the following: set, props, costumes, lighting, sound, direction, multimedia, makeup, promotions and stage management. Students will be involved in BOTH stagecraft and acting roles in the development of a production for performance. Students will also attend ONE professional performance and write an analysis of the performance and write an analysis of the performance. They are encouraged to attend a range of performances on their own.

Semester 2: The Actor

This unit focuses on the actor as both creator and performer. Students will create their own group performance, duologue performance and solo performance based on set stimulus material and scripts provided by the teacher. This course also includes developing an understanding of Theatre History, a variety of performance styles and the conventions or customs associated with these styles.

Topics

Term 1	Term 2
<p>Area of Study 1: Play Production Planning and Development Students will commence the play production process. They will be responsible for an acting role and one area of stagecraft.</p> <p>Area of Study 2: Performance Analysis Students will attend a professional theatrical production and describe and evaluate the use of stagecraft in the performance.</p>	<p>Play Production Development, Production Season and Performance Students will continue the production development process through to production season and performance to an audience. They will be assessed on their acting and work in one other stagecraft area.</p>
Term 3	Term 4
<p>Area of Study 1: Ensemble Performance Students will work collaboratively on developing a non-naturalistic performance on a given stimulus.</p> <p>Area of Study 2: Performance of a Duologue or Short Scene Scripts will be selected from a range of Shakespearean texts that will include both Shakespearean Comedy and Tragedy and perform to a live audience.</p>	<p>Area of Study 3: Monologue Performance Each student will choose a character from the VCE Theatre Studies Monologue examination list and create a 7 minute Monologue for performance.</p>

Purpose

Semester 1

To give the students' the opportunity to gain expertise of presenting a fully-fledged drama production for performance to an audience. They will be responsible for all areas of the production process and gain expertise in acting and also gain expertise in another area of stagecraft. The course also aims to expand the students' experience of live theatre.

Semester 2

To widen the students' understanding of a range of theatrical styles, particularly non-naturalistic theatrical styles and conventions. Concurrently to broaden the students skill to incorporate a wider range of conventions into their performances. To provide the students with the opportunity to imaginatively explore stimulus material and work collaboratively to create and develop a non-naturalistic piece of theatre. To broaden their skills and confidence as performers by developing the expertise to perform as a pair and eventually solo in front of an audience.

year 10 2017 curriculum handbook

Features

- students will work collaboratively on the interpretation and performance of a playscript for performance
- students will be responsible for all stages of the production process: production planning, production development and performance
- students will all be responsible for auditioning, researching, analysing, developing and performing a role to an audience
- students will be responsible for researching, gaining expertise and applying an area of stagecraft for the production
- students will research and gain an insight into a specific period of theatre history
- students develop an understanding of the performance styles and associated theatrical conventions inherent in the play selected for performance
- they will develop skills in collaborative decision making to create, develop and perform an ensemble performance to a live audience
- the study of Non Naturalism will be integral to the work developed during the ensemble performance
- application of expressive skills and appropriate performance styles and theatrical conventions to present Shakespearean Duologue or Scene for performance
- script analysis and character development associated with the performance of a monologue
- workshops to develop and strengthen a range of skills used by actors, including the expressive skills of voice, movement and gesture
- students' appreciation and experiences of professional theatre will be broadened.

Assessment

- acting and the application of stagecraft will be assessed through the three stages of the production process
- development of a Stagecraft folio documenting the design process over the three areas of the production process
- performance analysis of a professional theatre performance
- development and presentation of a student devised non-naturalistic ensemble performance
- performance of a Shakespearean duologue or short scene
- monologue performance examination.

year 10 2017 curriculum handbook

Food Technology

Food Technology - Food and Healthy Eating (Semester 1)

'Food Technology - Food and Healthy Eating' focuses on basic nutrition, including the relationship between food and health, nutritional deficiencies and the dangers of over consumption. Students will be taught how to make wise food choices, develop their own healthy recipes and style/photograph their food items. The theory and practical components are interrelated, with a strong emphasis on the development of practical skills.

Topics

Term 1 and Term 2
<ul style="list-style-type: none">Nutrition and Food for Healthy Eating

Purpose

To gain a variety of skills in food preparation, knowledge of nutrition, with particular reference to adolescent health, an ability to make informed choices when purchasing foods and ingredients, a sound understanding of how to read food labels, an appreciation of a wide variety of ingredients, including herbs and spices, willingness to use new ingredients in food preparation, an appreciation of food presentation and styling techniques and basic food photography techniques.

Features

Applying their knowledge of nutrition, students will plan, cook and serve a variety of food items. They will adapt a range of recipes to suit a number of situations, with an emphasis on good health. Students will compare some homemade food items to their commercially produced equivalent. Additionally, they will learn how to style, present and photograph their food products for maximum impact.

Students will undertake three assessment tasks:

Task 1 - risotto design and production, Task 2 - practical examination, Task 3 - theory examination

Basic Cake Decoration (including Food Preparation Skills) (Semester 2)

This semester of Food Technology is designed to encourage students to apply and extend their knowledge and skills in response to the challenge of producing their own design decorated cake. Students are taught basic principles of cake design and decoration and will work individually to design, produce and analyse a decorated cake gift for a friend. Students will evaluate their outcome and make suggestions for change. Having completed the cake assessment task, the students will spend the remaining time learning a variety of food preparation skills. A "cake decorating kit" will need to be purchased for this Unit for a cost of \$30.

Topics

Term 3	Term 4
Designing, planning, making and decorating decorated cake	Students complete decorated cake Remaining time - approximately three practical sessions - food preparation skills

Purpose

To gain the following skills: problem solving skills, research using a variety of resources, producing a miniature cake suitable for decoration, a variety of cake decorating techniques, a variety of skills in food preparation, an appreciation of food presentation and styling techniques.

year 10 2017 curriculum handbook

Features

- producing a miniature cake for decorating
- covering cake with roll out icing
- adding colour to royal icing and roll out icing
- modelling roll out icing into decorative items for cake
- applying royal icing to cake using a variety of piping skills
- applying decorations to cake/presenting cake
- applying ribbon to cake where appropriate
- a variety of practical food preparation skills, depending on time remaining after production of cakes

Assessment

Task 1 - decorated cake design

Task 2 - practical examination

year 10 2017 curriculum handbook

Global Politics: The Global Citizen

This single-semester elective provides students with an opportunity to examine their place and responsibilities within the international community by considering the debate over the existence of the 'global citizen'. This is because Year 10 students are provided with an opportunity to

- analyse the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century
- explore the interconnectedness of twenty-first century global citizens
- analyse the impact of globalisation on culture, language, human rights and the environment
- evaluate the nature and effectiveness of key global actors in the twenty-first century
- investigate significant global challenges, including human rights, people movements, development issues and weapons proliferation.

Year 10 Students complete two Areas of Study in this one semester duration elective.

Area of Study 1	Global Threads
	Students investigate the nature of the following global threads including how: <ul style="list-style-type: none">• Citizens in the twenty-first century interact and connect with the world• Human life in the western world has been transformed by recent and rapid technological changes• Increased global interconnectedness has transformed lives and raised the debate over whether or not citizens' responsibilities exist beyond national borders.
Area of Study 2	Global Cooperation and Conflict
	Students investigate and reflect on the concept of an 'international community' by: <ul style="list-style-type: none">• Exploring the notion of a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides• Exploring the extent to which global actors work to achieve common aims• Identifying and examining the citizens, their states, international organisations, NGOs and TNCs that make up the International Community• Questioning the notion of a cohesive international community• Questioning whether an international community can effectively manage cooperation, conflict and instability.
Assessment Tasks	
Students complete a range of tasks selected from: an analysis of visual materials, an oral and/or audiovisual presentation, a written research report, a case study, debate, essay, short answer test. There will be an examination held at the end of the semester	

This **Humanities elective** subject helps prepare students intending to undertake **VCE Global Politics (Units 3 and 4)**. It also provides useful background knowledge relevant to students intending to study **VCE Legal Studies (Units 1-4)**, **VCE Economics (Units 3 and 4)**, **VCE History (Units 3 and 4) Revolutions** and **VCE Geography (Units 3 and 4)**.

year 10 2017 curriculum handbook

ICT and Multimedia

Lights Camera Action

This is a semester length, project-based course aimed at developing skills in: digital video production, project management, collaboration, design, research and communication. Students develop these skills through the production of various video projects. Each project adds more challenging skills onto foundation proficiencies. Students engage in skills to learn storytelling, filming, capturing and editing video. They also manipulate audio and produce video content for publication.

This study may run in either Semester 1 or Semester 2.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Cinematography• Video production• Post production / editing• Minor project	<ul style="list-style-type: none">• Major project

Purpose

For students to develop their video literacy skills. It gives them an understanding of video production as a 21st century communication tool and enhances life-long skills such as creative thinking, problem solving, communication, teamwork and storytelling.

Features

The students learn how to plan a video production through storyboarding and scripting techniques. They learn the different roles of a film crew both on location and in a studio setting using industry standard production equipment. They learn a wide range of editing and production skills using industry standard software. They also learn how to communicate their stories via the Internet and other forms of communication media.

Assessment

Assessment is based on various pieces of work produced for the pre-production and post-production phases, as well as the minor and major projects.

Web Design

The aim of this single semester elective is to use software like Adobe Dreamweaver and Photoshop to help students develop an understanding of how to publish on the Internet and understand the impact of online communication in society.

Some of the skills and concepts taught in this elective include:

- Basic HTML
- An introduction to Adobe Dreamweaver
- Compressing images for Internet use
- Working with CSS
- Researching the history, development and impact of the Internet on society

This study may run in either Semester 1 or Semester 2.

year 10 2017 curriculum handbook

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Basic HTML• Introduction to Dreamweaver• Introduction to CSS• Minor project	<ul style="list-style-type: none">• Online forms• Impact of Internet on Society• Major project

Purpose

This elective provides students with the opportunity to develop their online publishing skills. It gives them an understanding of website design and production and enhances life long skills such as creative thinking, problem solving, communication, teamwork and story telling.

Features

The students learn basic HTML coding, how to use Adobe Dreamweaver and Adobe Photoshop to build website as well as a simple understanding of CSS (Cascading Style Sheets). They also research how the Internet has impacted on society.

Assessment

The main website projects include:

- HTML basics
- Minor Dreamweaver project
- Major Dreamweaver project

iDev (iPad App Development)

This is a project-based semester long course aimed at developing skills in:

- App design and production (including coding basics, interface design and publishing)
- Project management
- Collaboration
- Design
- Research
- Communication

Students develop these key skills through the production of various App design projects. Each project adds more challenging skills to the foundation proficiencies.

This study may run in either Semester 1 or Semester 2.

Topics (these may run in either Semester 1 or Semester 2)

Term 1	Term 2
<ul style="list-style-type: none">• Introduction to software• User interface design• Minor project	<ul style="list-style-type: none">• Major project

Purpose

To help students engage in skills to learn simple coding, interface design, animation, adding music and sound effects and finalising an App for publication in the Apple App Store.

year 10 2017 curriculum handbook

Features

In particular, students would develop skills in:

- The use of Software Development Kits (SDKs) and editors that aid the programming process
- Simple programming
- Interface design for mobile devices
- Prototyping
- Testing and evaluation software

Assessment

Assessment is based on various pieces of work produced for the design and testing phases, as well as the minor and major projects.

year 10 2017 curriculum handbook

Journalism

The course will introduce students to the main principles of journalism. It is designed for students who have an interest in the media and would like to learn some of the strategies and skills that are used in the media to target and communicate to an audience. The course further develops critical reading skills, writing skills (both creative and analytical), oral communication, analytical viewing skills and Information and Communications Technology (ICT) skills.

This study may run in either Semester 1 or Semester 2.

Topics

<i>Term 1</i>	<i>Term 2</i>
The purposes and features of newspapers	Role of the Press in a democratic society

Purpose

- the ability to investigate a variety of stories for publication
- the ability to write effectively in a number of styles: feature article, editorial, news report, sports feature, interview, human interest article, and reviews
- the ability to critically examine and analyse the ways in which the media uses words and images to misrepresent/show bias/manipulate the reader or viewer/generate interest or public concern/challenge those in power/question actions and decisions of governing bodies
- an understanding of the different ways in which media materials are constructed
- the ability to read and view closely and critically
- interpretative and evaluative skills by analysing, synthesising, hypothesising, questioning and drawing inferences from media texts.

Assessment Tasks

- writing of news articles, features, editorial and letters to the editor
- publication of a newspaper
- media project
- examination

Features

Students are involved in reading, writing and talking about issues and general human-interest stories that feature in media publications and television programs. Students investigate the different purposes of newspapers, and compile their own media texts. They consider the role the Press has in a democracy. They investigate the different roles the Press has had in key political events and the different Codes of Ethics of media organisations.

Assessment

- students will write a range of media texts
- students will produce a group newspaper
- students will produce a 5 to 10 minute video, audio or 'live studio demonstration' in the style of a television news program or current affairs program; or complete a practical demonstration of another form of print or visual journalism. This Media Project requires an application of theoretical knowledge and understanding in a practical project of their choice.

year 10 2017 curriculum handbook

Languages - Chinese (Mandarin), French, Italian

In Year 10, language study becomes optional. Many students choose to continue at least one of their languages in Year 10. Some choose to continue with both. **Students enrolling in a language in Year 10 are expected to remain enrolled for the full year.** Students continue to develop their skills in listening, speaking, reading and writing and are involved in tasks such as identifying, describing, and expressing opinions. New tenses are introduced and students systematise and memorise the growing body of grammatical concepts. Writing is becoming more creative and complex. In this regard, more extensive reading is made available from modified and occasionally authentic texts.

Chinese (Mandarin)

The Year 10 Chinese course enables students to reinforce and extend their grasp of the language and culture. They increase their knowledge of the Chinese character system and improve their command of tones and pronunciation. They begin to write in a more complex and sophisticated fashion, using language correctly and appropriately to suit the purpose and audience of the piece. Knowledge of China and its customs is promoted through researching regional differences and tourist attractions in China.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Directions continued• Leisure life• Revision I	<ul style="list-style-type: none">• Personalities• Travel in China
Term 3	Term 4
<ul style="list-style-type: none">• Travel in China continued• Going to the doctor	<ul style="list-style-type: none">• Birthday Parties• Revision II

Purpose

- to communicate in Chinese in both written and spoken form and in a variety of contexts
- to build students' intercultural awareness
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Chinese culture and its contributions to our own society
- to strengthen literacy-related capabilities that are transferable across learning areas.

Features

- listen to language input from various sources
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises.
- make their own vocabulary lists and PowerPoints on their iPads
- complete eWorkbook activities at home
- complete whole class creative writing using pictures as a stimulus
- learn Chinese songs/ watch a Chinese film
- make intercultural comparisons.

Students will also have the opportunity to attend a cultural day with other students of Chinese to explore the value of learning Chinese and the opportunities it offers to students.

Assessment

Listening, speaking, reading, writing tests. Semester examinations in listening, reading and writing

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation
- read to identify main ideas and information from simple modified texts
- organise and communicate ideas in longer passages using vocabulary and language structures accurately and appropriately.

year 10 2017 curriculum handbook

French

The Year 10 French course consolidates knowledge and skills while encouraging students to become more confident, independent learners of French. Students participate in a more extensive and complex range of communication activities. New tenses are introduced and writing and speaking activities become less structured and more creative.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Buying souvenirs in Geneva• Train travel	<ul style="list-style-type: none">• Discovering Paris• Describing people• Daily Routine
Term 3	Term 4
<ul style="list-style-type: none">• Exploring the Loire Valley and its Châteaux• Fairystories• Childhood	<ul style="list-style-type: none">• Solving a mystery• The future and the environment

Purpose

- to communicate in French in both written and spoken form and in a variety of contexts
- to build students' intercultural awareness
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of French culture and its contributions to our own society
- to strengthen literacy-related capabilities that are transferable across learning areas.

Features

- listen to language input from various sources
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- use written communication for consolidation of linguistic structures and greater language experimentation
- use collaborative techniques as a class to develop writing of passages
- make intercultural comparisons
- view authentic French material such as films and songs

Assessment

Listening, speaking, reading, writing tests. Semester examinations in listening, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation, role play or structured conversation
- read to identify main ideas and information from simple modified texts
- organise and communicate ideas in longer passages using vocabulary and language structures accurately and appropriately.

year 10 2017 curriculum handbook

Italian

This course consolidates knowledge and skills while encouraging students to become more confident, independent learners and users of Italian. Students participate in a more extensive and complex range of communication activities. New tenses are introduced and writing and speaking activities become less structured and more creative.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Talking about oneself• Talking about past events• Making commands	<ul style="list-style-type: none">• Technology• The environment• The Renaissance
Term 3	Term 4
<ul style="list-style-type: none">• Talking about a past routine• Travel and holidays• Italian emigration	<ul style="list-style-type: none">• Talking about future events• The Italian school system

Purpose

- to communicate in Italian in both written and spoken form and in a variety of contexts
- to build students' intercultural awareness
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Italian culture and its contributions to our own society
- to strengthen literacy-related capabilities that are transferable across learning areas

Features

- listen to language input from various sources
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- use written communication for consolidation of linguistic structures and greater language experimentation
- use collaborative techniques as a class to develop writing of passages
- make intercultural comparisons
- use some authentic Italian material such as films and songs

Assessment

Listening, speaking, reading and writing tests. Semester examinations in listening, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation, role play or structured conversation
- read to identify main ideas and information from simple modified texts
- organise and communicate ideas in longer passages using vocabulary and language structures accurately and appropriately.

year 10 2017 curriculum handbook

Literature: Heroes and Villains

This course will run for one Semester and is designed to introduce students to some of the exciting and additional interpretations to be gained from a study of Literature. Students explore how literature texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Purpose

This is an Elective course in literature, and is designed to look at some well-known texts and in the case of William Shakespeare's *Hamlet* to consider various representations and adaptations as well as the main text. In electing to take this course students would be exposed to some classic texts about the human experience.

Features

Students read, interpret, discuss, create and evaluate and write on a Shakespearean text. They also study *Beowulf*, an epic poem written in Old English some time between the middle of the seventh and end of the tenth century and translated by Seamus Heaney.

This study may run in either Semester 1 or Semester 2.

Topics

Term 1	Term 2
<i>Beowulf</i> translated by Seamus Heaney	<i>Hamlet</i> by William Shakespeare Hamlet on film "Gertrude Talks Back," in <i>Good Bones</i> by Margaret Atwood

Assessment

- individual and group oral presentations
- analytical essay

Semester examination

- passage Analysis
- guided response

year 10 2017 curriculum handbook

Mathematics: Nature, Beauty and the Real World

This course will introduce students to mathematical concepts outside of the Australian Curriculum. It will provide students with an opportunity for students to learn about non-algebraic and non-numeracy based mathematical content – visually appealing and real world based.

This study may run in either Semester 1 or Semester 2.

Topics

Term 1	Term 2
Symmetry, Infinity, Number Theory	Game Theory and Design, Experimental investigation

Purpose

This study is designed to:

- provide an opportunity for students to learn about non-algebraic and non-numeracy based mathematical content – visually appealing and real world based
- foster an interest and passion for Mathematics
- gain a deeper understanding of more complex mathematical concepts outside the normal curriculum
- provide an opportunity for students to conduct research in an area of interest
- develop skills in problem solving, analysing and researching.

Features

Students will study and learn

- a variety of geometric and number concepts
- mathematical strategies
- about recognising and describing patterns and developing mathematical rules and predictions
- about the beauty of mathematics and design
- about the role of mathematics in nature and the real world
- how to conduct mathematical experimentation and research

Assessment

- problem Solving and Research Assignments
- peer teaching
- examination

year 10 2017 curriculum handbook

Music

Students continue to experiment with sound and further explore the musical elements of tone colour, texture, musical expression, pitch, rhythm, dynamics, tempo and silence. Students learn to sing in unison, two and three part extracts from different musical periods and study ear training material and fundamental theory. They also listen to and analyse music from various periods, learning to differentiate between the different stylistic characteristics. Students use Sibelius to notate their creative works.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Elements revisited• Music of the Middle Ages and Renaissance• Listening, analysing and responding to music• Creating - Sibelius• Performing• Aural / theory	<ul style="list-style-type: none">• Music of the Baroque• Listening, analysing and responding to music• Performing• Creating - Sibelius• Aural / theory
Term 3	Term 4
<ul style="list-style-type: none">• Music of the Classical period• Performing• Creating - Sibelius• Aural / theory• Listening, analysing and responding to music	<ul style="list-style-type: none">• Romanticism and Modern style• Performing• Creating - Sibelius• Aural / theory• Listening, analysing and responding to music

Purpose

Music at Year 10 aims to provide an understanding of how the elements of music are manipulated across each musical period in history to create a particular style. Understanding style leads to informed and stylistically correct performance practice that is particularly beneficial for students who wish to do VCE or more advanced AMEB examinations.

Features

Activities include:

- performance class (informal)
- folio of aural / theory and creative works
- listening, analysing music
- essays

Assessment

- research / analysis
- composition / theory
- mid-year and end of year examinations

year 10 2017 curriculum handbook

Psychology

Year 10 Psychology will run as a semester subject. It will cover a range of topics and provide students with the opportunity to sample areas that are taught at a VCE level. Both classical and contemporary research will be studied and analysed in regard to their relevance to today's society.

Psychology is a broad discipline that incorporates both the scientific study of human behaviour and the systematic application of this knowledge to everyday life. Psychology is all around you and touches on every aspect of your life. Who you are now, how you will be in the future, how you interact with family, friends, and strangers; these are all things that psychology can help you better understand.

The elective explores psychology as a science with students learning the scientific method and a variety of research methods. Students will learn the difference between psychology and pseudoscience, how to become a psychologist and the difference between a psychologist and psychiatrist. The importance of Mental Health, wellbeing and emotional intelligence will be emphasised and students will gain insights into a range of psychological health issues in society.

Beautiful Minds

This study looks at how the brain is one of our most interesting organs. We look at how the brain develops, how it communicates with the rest of the body, the lobes of the brain and their functions, hemispheric specialisation, neuroplasticity and how it can play tricks on us in illusions.

Mind Interrupted

This topic investigates some of the issues Australian teenagers face today. The focus point is Mental Health. Discussions are held around the relationship between mental health and mental illness and their impact on society today.

Brain Chemistry

This section of the course looks at the adolescent brain. It focuses on how the adolescent brain is different to an adult brain and how and why it is vulnerable to drugs.

In your dreams

Over our lifetime we spend approximately one third of our time asleep. If we live until 78 years of age, we will spend about 26 years sleeping. This area investigates what sleep is, why do we need it and what happens when we sleep.

The Darker Side of Human Nature

What is it that makes people good or bad? Are people born this way or does their environment make them this way? This section of the course investigates what it is about human nature that can sometimes lead us to behave in ways that are considered to be antisocial and destructive. Psychopathy is studied as a personality disorder and we look at why good people can do bad things.

Optional Studies

If there is sufficient time, students will have the opportunity to study another aspect of the course (possible topics being human relationships, happiness or ethics).

Assessment

A selection from:

- examination
- excursion to Mind and Body Gallery at Melbourne Museum and/or Dax Centre at University of Melbourne
- empirical research activities
- investigative exercises
- assignments
- media response
- research evaluation
- tests

year 10 2017 curriculum handbook

Sports Science

Sports Science topics include a study of the body systems including skeletal, muscular, circulatory, respiratory and energy systems. These systems work together and can be adapted to improve sporting performance.

Students are expected to:

- understand how body systems function and adapt to become stronger and more efficient
- explain components of fitness and investigate appropriate training programs
- research improvements in sporting performance including the roles of better technology, training programs, diet and of being mentally prepared.

Topics

Term 1 or Term 3	Term 2 or Term 4
<ul style="list-style-type: none">• Sport Psychology: How can athletes be motivated to perform to their best?• The important is goal setting, self-confidence, mental skills and arousal to optimise sporting performance.• The ways Body Systems (skeletal, muscular, circulatory, respiratory systems and energy systems) adapt to exercise.	<ul style="list-style-type: none">• Legal improvements in sporting performance through developments in nutrition, training methods, technology and an understanding of biomechanics.• Illegal improvements in sporting performance and the effects of performance-enhancing drugs and blood doping.

Purpose

This semester course aims to improve students' understanding of themselves as an athlete and understanding of training regime. This course is an excellent background for VCE Physical Education.

Features

Students will appreciate that an understanding of Biology, Physics, Chemistry and Psychology are important when improving sporting performance.

Students undertake studies in:

- Sport Psychology including an examination of the benefits of goal setting and maintaining focus and motivation
- Body Systems exploring the role of bones, joints and muscles in creating movement, the role of blood and the circulatory system in transporting oxygen to the muscles, and cellular respiration and energy systems
- Training methods
- Technological improvements in equipment and clothing
- Biomechanics such as centre of gravity, base of support
- Training and competition diets and fluid intake
- The effects of performance-enhancing drugs and blood doping

Assessment

The assessment for this course is based on classwork, test results and the semester examination:

- 25% of the assessment grade is the knowledge of the course content as assessed in tests
- 25% is for being able to apply this knowledge and solve problems relating to the course content
- 25% is for communicating ideas scientifically such as in practical reports and assignment work
- 25% is based on the examination.

year 10 2017 curriculum handbook

2017 Humanities Scope and Sequence diagram for Years 7-12

2017 Humanities Scope & Sequence (Years 7-12)

