



STRATHCONA
BAPTIST GIRLS GRAMMAR

Year 10

Curriculum Handbook

2020



Year 10 Curriculum Handbook - 2020

Table of Contents

Introduction	1
Explaining Year 10	2
VCE and Career Planning	4
Camps at Strathcona	4
Year 10-12 Curriculum Guide	5
A Guide to Prerequisites	7

Subjects

English	9
• Semester 1: #sayhername	9
• Semester 1: That's a classic!	10
• Semester 2: The Power of Love	11
• Semester 2: Law and Order	12
English: English as an Additional Language (EAL)	13
Humanities Pathways	14
• Economies and Entrepreneurs	15
• Geography	16
○ Option 1: An Environment of Extremes	16
○ Option 2: An Unequal World	17
• History: The Making of the Modern World (1918 – Present)	18
Mathematics Pathways	20
• Mathematics	21
• Further Mathematics Preparation	22
Physical and Health Education	23
Science	26
• Science of Life, Energy and Matter	26
• Science of Body and Mind	27

Electives

Art	29
• Studio Art 1: Photograph, Paint and Illustrate	29
• Studio Art 2: Sculpture and Installation	30
• Design and Innovate	30
Drama	31
• Play Production	31
• The Actor	31
Exercise Science	33
Food Studies - Cook, Create & Innovate	34
Languages - Chinese (Mandarin), French, Italian	35
• Chinese (Mandarin)	35
• French	36
• Italian	37
Music	38
VCE VET Creative Digital Media (Certificate III in Media)	39
Creating New Worlds in Virtual Reality	40

Year 10 Curriculum Handbook - 2020

Introduction

In Year 10 the students continue their journey of self-discovery and have much more scope to shape their own programs. Year 10 is a step beyond Year 9 where the focus was on developing student independence at Tay Creggan, through the separate campus, the Camp to Campus experience, the train journey to school for many, the Envision program, knowledge of the city of Melbourne and other experiences.

In Year 10 students have a more personalised learning experience with a lot of choice to ensure that their course is relevant to them and helps to prepare them for selecting their studies in later years.

The level of personalisation is significant. With hundreds of possible programs it is unlikely that your daughter will have exactly the same combination of subjects as many other students. The structure demands a breadth of learning. There is no such thing in Year 10 as a Science student or a Humanities student or an Art student. All students will have a diverse program.

“By 2030, Automation, Globalisation and Flexibility Will Change What We do in Every Job. We Urgently Need to Prepare Young People With the Work Smart Skills They Will Need Most.”

The New Work Smarts
Thriving in the New Work Order
Foundation for Young Australians, 2017

Work is changing and school is changing. Strathcona is working diligently to provide an education that prepares its students to navigate the worlds they have ahead of them, including the social world, further education and employment.

The New Work Smarts report highlights the importance of the following skills:

- Mathematics and Science
- Written communication
- Verbal communication
- Interpersonal skills
- Problem solving
- Judgement and Critical Thinking
- Advanced Technology

This incorporates the value of multilingualism and we encourage the students to continue their language studies through Year 10 and beyond with FYA finding that the growth in the number of jobs requesting bilingualism as a selection criterion skyrocketing.

There will be many learning experiences in Year 10. The purpose of this handbook is to help you navigate the various curriculum options available to you. There are options to help provide each student with the appropriate level of challenge, particularly through Mathematics and Science, and the acceleration options in Mathematics, Music and Geography. The options also provide the opportunity to build on their particular skills in preferred areas of Languages, Arts, Technology and the Humanities. Unless noted (for example Further Mathematics Preparation, Science of the Body and Mind, and Languages) options taken at Year 10 do not preclude students from undertaking any studies at Years 11 and 12, although increased background will be an advantage, particularly in skill based subjects like the Arts.

Year 10 Curriculum Handbook - 2020

Explaining Year 10

The Year 10 program includes the study of English, Mathematics, Science, Humanities, Health and Physical Education, and Electives. Students will also undertake programs to develop their personal financial literacy and careers education.

- **English.** All students must take two semesters of English study. Students choose a preference from

- *#SAYHERNAME; and*
- *That's a classic!*

for Semester 1.

- *The Power of Love; and*
- *Law and Order*

for Semester 2.

Which of these options run will depend on student preferences.

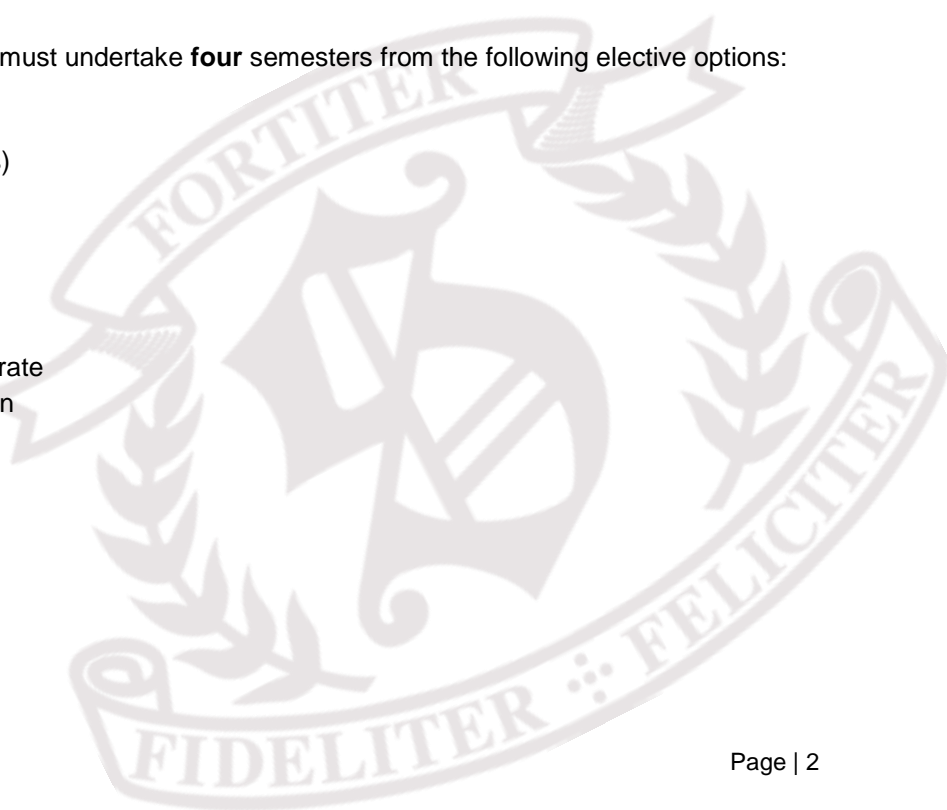
- **Mathematics.** All students must take two semesters of Mathematics study. Students complete Mathematics unless they are invited to join Further Mathematics Preparation or Mathematical Methods based on past performance and experience.
- **Science.** All students must take two semesters of Science study. Students complete Science of Life, Energy and Matter unless they are invited to join Science of Body and Mind based on past performance and experience.
- **Humanities.** All students must take at least two semesters of Humanities study from the following list unless they study two Languages, in which case they may take one. Students with excellent results in Year 9 Humanities may apply to complete Unit 1 and or 2 VCE Geography.
 - History: The Making of the Modern World (1918 – present)
 - Geography: Hazards and Disasters
 - Geography: Tourism
 - Economies and Entrepreneurs
- **Elective Studies.** Students must undertake **four** semesters from the following elective options:

Languages

- Chinese (two semesters)
- French (two semesters)
- Italian (two semesters)

The Arts

- Music
- Photograph, Paint, Illustrate
- Sculpture and Installation
- Design and Innovate
- Play Production



Year 10 Curriculum Handbook - 2020

Technology

- Creating New Worlds in Virtual Reality
- VET Creative Digital Media (two semesters)

Health and Physical Education

- Food Studies: Cook, Create and Innovate
- Exercise Science

Students submit their preferences in Term 3 and the timetable grid will be developed to meet the requests of as many students as possible. There is no guarantee that all students will get their first preferences or that all subjects will run. Student preferences will drive the offerings based on the framework outlined above.

Please see Mr Phillips for further assistance with developing your Year 10 course and Ms Buckley for guidance with VCE Studies and Careers.

I wish you success and the joy of learning in your studies throughout Year 10.

Mr Ross Phillips
Senior Dean of Learning, Research and Innovation



Year 10 Curriculum Handbook - 2020

VCE and Career Planning

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

During Year 10 students will plan their VCE programs.

We encourage students to plan a VCE course around their career interest area and personal strengths. They also need to be aware of the subject 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 Resources* - Current information about all tertiary institutions and courses are available through a range of events, information sessions and resources outside the Careers Office. Students are encouraged to make use of this information, and to check the Career Noticeboards in the students' common areas.
- *Students from Year 10 to Year 12* are able to make appointments with the Careers Counsellor, Ms Buckley, to discuss career interests, subject selection and tertiary course pre-requisites.
- *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 strengths and personality. 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 News*, providing information on current course and career information and upcoming events, that is available online on MyStrathcona.

Camps at Strathcona

All of Strathcona's Camps are part of a journey-based sequence of outdoor and experiential education that stretches from Prep to Year 10. Each year level presents different outdoor educational opportunities based on the particular needs and stage of intellectual and physical development and builds upon previous skills and experiences. The types of activities, venue location and time of year are set to support achieving a combination of the following aims: Resilience and Personal Leadership, Group Problem Solving, Community Responsibility and Environmental Connection. These programs are designed to foster a social and emotional growth that is unique to girls' outdoor education. The sequence in the Senior School supports the broader learning of the students including a focus on the Humanities where students may conduct field studies and collect geographical data while on camp. The Outdoor Education Group (OEG) has been retained to lead and implement the sequence. The Outdoor Education Group are acknowledged leaders at providing a journey-based facilitation of pastoral aims while maintaining the highest standard of risk management.

Year 10 camp will be an offering of expeditions that represent the peak experience of the outdoor education sequence. All options are designed to meet the leadership and group problem solving pastoral aims at Year 10. Students can choose one of the four following options:

7-day Falls Creek/ High Plains Ski Tour – *Cross country ski lessons/day tours leading to overnight ski tour and snow camping*

7-day Tassie Adventure – *Bushwalking and exploring around Maria Island and Freycinet National Park*

5-day Grampians Climbing Camp – *Rock climbing and bushwalking in the Northern Grampians and Arapiles*

5-day Wellbeing Camp – *Yoga, Meditation, Bushwalking, Sea Kayaking, Stand-up paddle boarding, Nutrition, Star Gazing and Indigenous Culture are part of a multi-sessional Mornington Peninsula based camp.*

All options are achievable and no exceptional abilities are required. All 7-day trips have a modest levy (\$650) due to their length and added expense.

In addition to the year level camps offered, there is an active and well-supported **Duke of Edinburgh's Award Scheme** which includes the offer of Silver level bushwalks and journeys to senior students.

Year 10 Curriculum Handbook - 2020

Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
English		One each semester of: Semester 1 <ul style="list-style-type: none"> • #sayhername; or • That's a classic! Semester 2 <ul style="list-style-type: none"> • The Power of Love; or • Law and Order 	<ul style="list-style-type: none"> • English 1 & 2 • Literature 1 & 2 • English as an Additional Language (EAL) 1 & 2 	<ul style="list-style-type: none"> • English 3 & 4 • Literature 3 & 4 • English as an Additional Language (EAL) 3 & 4
Mathematics (three main pathways from Year 10)		One of*: <ul style="list-style-type: none"> • Mathematics • Mathematical Methods 1 & 2 • Further Mathematics Preparation 	<ul style="list-style-type: none"> • **Mathematical Methods 1 & 2 • Specialist Mathematics 1 & 2 • Mathematical Methods 3 & 4 • General Mathematics (Further) 1&2 	<ul style="list-style-type: none"> • Mathematical Methods 3 & 4 • Specialist Mathematics 3 & 4 • Further Mathematics 3 & 4
Science		One of*: <ul style="list-style-type: none"> • Science of Life, Energy and Matter • Science of Body and Mind 	<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"> • Economies and Entrepreneurs 	<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 • **Business Management 3 & 4 • Economics 3 & 4 • Legal Studies 3 & 4
	Geography	<ul style="list-style-type: none"> • An Environment of Extremes • An Unequal World 	<ul style="list-style-type: none"> • **Geography 1 & 2 	<ul style="list-style-type: none"> • **Global Politics 3 & 4 • **Geography 3 & 4
	History	<ul style="list-style-type: none"> • The Making of the Modern World (1918-present) 	<ul style="list-style-type: none"> • Twentieth Century History 1 & 2 	<ul style="list-style-type: none"> • Revolutions (America and France) 3 & 4
	Christian Education	<ul style="list-style-type: none"> • Chapel Services 	<ul style="list-style-type: none"> • Ethics • Chapel Services 	<ul style="list-style-type: none"> • Chapel Services

NOTE: - * access to different offerings of Mathematics and Science at Year 10 is invitation based on performance in Year 9

Year 10 Curriculum Handbook - 2020

Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
The Arts	Art	<ul style="list-style-type: none"> • Photograph, Paint, Illustrate • Sculpture and Installation • Design and Innovate 	<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"> • Play Production • The Actor 		<ul style="list-style-type: none"> • **Drama 3 & 4 (2020) • **Theatre Studies 3 & 4 (2021)
	Music	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • **Music Performance 1 & 2 	<ul style="list-style-type: none"> • **Music Performance 3 & 4
Languages (full year studies)		<ul style="list-style-type: none"> • Chinese • French • Italian 	<ul style="list-style-type: none"> • French 1 & 2 • Italian 1 & 2 • Chinese (Second Language) 1 & 2 • Chinese (First Language) 3 & 4 	<ul style="list-style-type: none"> • French 3 & 4 • Italian 3 & 4 • Chinese (Second Language) 1 & 2 • Chinese (First Language) 3 & 4
Health and Physical Education		<ul style="list-style-type: none"> • Health and Physical Education • Cook, Create and Innovate • Exercise Science 	<ul style="list-style-type: none"> • 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"> • Creating New Worlds in Virtual Reality • VET Creative Digital Media (full year) 1 & 2 	<ul style="list-style-type: none"> • **VET Creative Digital Media 1 & 2 	<ul style="list-style-type: none"> • **VET Creative Digital Media 3 & 4

KEY: **VCE Studies which may be appropriate for acceleration for some students.

Common subjects in **bold**.

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.

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.

Subjects including Chinese First Language, Geography, Italian, Music Performance may combine classes of Unit 1 & 2 and Unit 3 & 4 if numbers are small.

Year 10 Curriculum Handbook - 2020

A Guide to Prerequisites

Some tertiary courses require the satisfactory completion of particular subjects. These VCE subjects are called 'Prerequisites' for the course. Sometimes subjects are advantageous but are not required for entry.

The table below is a **general guide** to some VCE Studies and the sorts of university courses for which they are required or recommended for entry.

However, please note that the many tertiary courses available these days have a huge variety of prerequisite combinations, and that these can change from year to year, **so it is the responsibility of individual students to carefully check VTAC's CourseSearch function with respect to the information in the table below, by visiting**

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm#search>

Also, there are often individual courses that are exceptions. For example, Commerce at Deakin does not require Mathematical Methods; and Biomedicine at Victoria University requires any VCE Science or Mathematics.

VCE Study	Recommended or required if you are considering a career or course in ...
Any Mathematics	<ul style="list-style-type: none">• Teaching• Nursing• Sciences/Health Sciences• Information Technology/Game Design• Business• Building/Construction/Property
Mathematical Methods	<ul style="list-style-type: none">• Engineering• Mathematics• Software/Games Development/Computer Science• Biomedicine/Biotechnology/Medical Radiations/Pharmaceutical Science/Pharmacy, Science• Commerce/Economics/Finance/Analytics/Actuarial Studies• Aviation
Specialist Mathematics	<ul style="list-style-type: none">• Engineering• Statistics/Actuarial Studies/Economics
Chemistry (or any science)	<ul style="list-style-type: none">• Applied Science• Science• Nutrition/Food• Oral Health• Exercise/Sports Science• Health Science• Occupational Therapy/Physiotherapy• Medical Imaging• Engineering• Veterinary• Laboratory Medicine• Nanotechnology• Geoscience

Year 10 Curriculum Handbook - 2020

VCE Study	Recommended or required if you are considering a career or course in ...
NOTE: Chemistry is <u>required</u> for:	<ul style="list-style-type: none"> • Biomedicine/Biomedical Science • Chemical Engineering • Food Technology • Dentistry • Medical Radiations • Medicine • Pharmaceutical Science/Pharmacy
Physics	<ul style="list-style-type: none"> • Is not the <u>only</u> pre-requisite for any course. • However, is a possible pre-requisite for many courses along with alternatives. For example, Physics or Chemistry are needed for Engineering @ Monash; Physics or any Maths (along with Chem) are required for Biomedical Science @ RMIT. • Is recommended for aviation, medical imaging/nuclear medicine, geophysics, many types of engineering, surveying, astronomy etc.
Art, VCD, Theatre Studies, Drama or VET Creative Digital Media	<ul style="list-style-type: none"> • Creative or Performing Arts courses requiring a folio of work for selection
History, Languages, Geography, Global Politics, Legal Studies, Economics	<ul style="list-style-type: none"> • These subjects are very valuable for all areas including degrees in Law, Politics, Arts, Social Sciences and Languages and any field that requires research and writing skills.
Health and Human Development, Psychology and Physical Education	<ul style="list-style-type: none"> • These subjects are very valuable for all areas including degrees in the health sciences, sport, social sciences and education.
Accounting and Business Management	<ul style="list-style-type: none"> • These subjects are very valuable for all areas especially for business related courses.

If a subject is a prerequisite for a particular course you're considering - for example, Mathematical Methods for Engineering - don't select Methods if you really dislike or struggle in it, as this is probably an indication that you wouldn't thrive in Engineering anyway!

So, when choosing your VCE subjects select a program as educationally broad as you can, in order to keep doors open and maximise your learning and personal growth.

Year 10 Curriculum Handbook - 2020

English

Semester 1: #sayhername

The students use the hashtag, #sayhername as a springboard to analyse women's voices in literature. This 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.

Text for 2020: *The Help*

Topics

Term 1	Term 2
<ul style="list-style-type: none">Creative and analytical response to texts	<ul style="list-style-type: none">Argument and Language AnalysisPresentation of a point of view

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
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audiences

Semester Examination

- Text response essay
- Argument and Language analysis

Year 10 Curriculum Handbook - 2020

English

Semester 1: That's a classic!

That's a classic! is an engaging course aimed at students who enjoy the challenges of traditional literature. This 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.

Text for 2020: *Collected Poems – Glenn Harwood 1943-1995*

Macbeth

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Creative and Analytical Response to Texts.	<ul style="list-style-type: none">• Argument and Language Analysis• Presentation of a Point of View

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
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audiences

Semester Examination

- Text response essay
- Argument and Language analysis essay

Year 10 Curriculum Handbook - 2020

English

Semester 2: The Power of Love

The Power of Love is an engaging course aimed at students who enjoy the challenges of traditional literature. This 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.

Text for 2020: *My Brilliant Career*

Topics

Term 3	Term 4
<ul style="list-style-type: none">• Reading and Comparing Texts	<ul style="list-style-type: none">• Argument and Language Analysis

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
- reading and comparing texts
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audience

Semester examination

- Comparative literature essay
- Argument and language analysis essay

Year 10 Curriculum Handbook - 2020

English

Semester 2: Law and Order

Law and Order is an engaging course aimed at students who enjoy the concepts of justice and injustice and how they are represented through literature. This 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.

Text for 2020: *The Crucible*

Topics

Term 3	Term 4
<ul style="list-style-type: none">• Reading and Comparing Texts	<ul style="list-style-type: none">• Argument and Language Analysis

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
- reading and comparing texts
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audience

Semester examination

- Comparative literature essay
- Argument and language analysis essay

Year 10 Curriculum Handbook - 2020

English: English as an Additional Language (EAL)

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.

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.

Text for 2020: *Macbeth*

Mao's Last Dancer

Topics

- analytical and creative writing
- comparing texts
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audiences

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.

Students who take the English as an Additional Language (EAL) are expected to sit for the EAL examinations held in June and November.

At Year 12 level, students are only eligible to undertake EAL if they meet the VCAA criteria.

Year 10 Curriculum Handbook - 2020

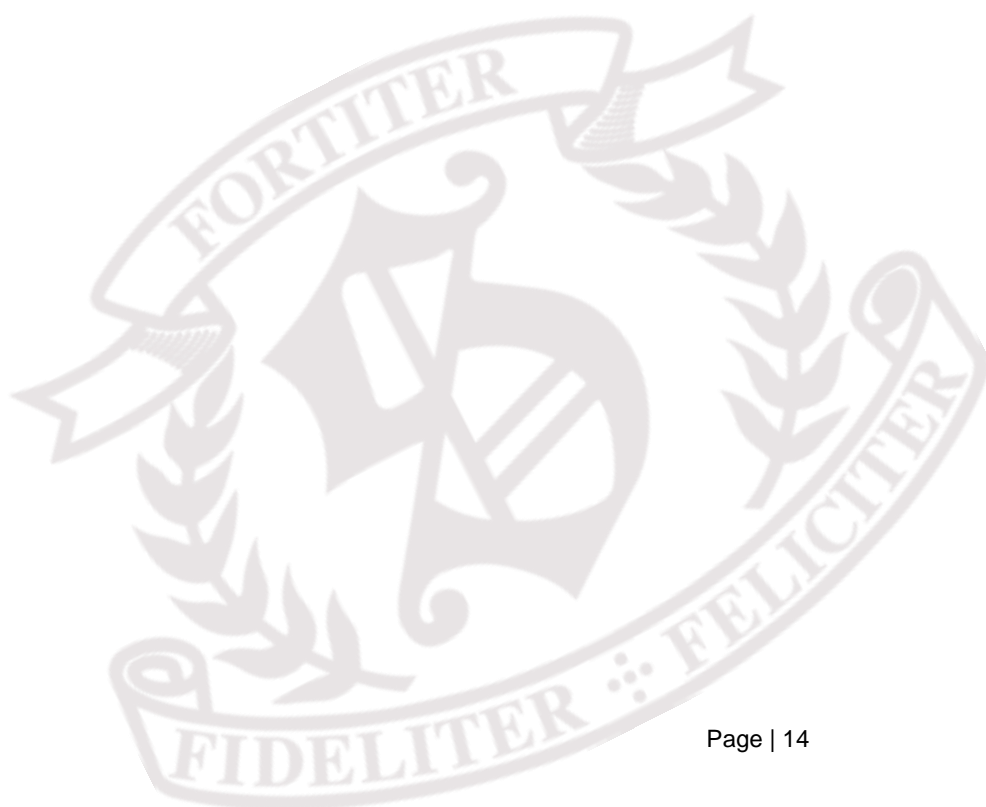
Humanities Pathways

In Year 10 students will need to take at least two of the four units offered in Humanities which include two Geography units, History, and Economics and Entrepreneurs, unless taking two languages. It is possible to take three Humanities units.

The following Year 10 Humanities subjects will provide students with skills to undertake:

Year 10 Economics and Entrepreneurs	Year 10 Geography	Year 10 History
<ul style="list-style-type: none">• Unit 1 & 2 Economics• Unit 1 & 2 Accounting• Unit 1 & 2 Legal Studies• Unit 3 & 4 Global Politics• Unit 3 & 4 Business Management	<ul style="list-style-type: none">• Unit 1 & 2 Geography• Unit 3 & 4 Geography• Unit 1 & 2 Economics• Unit 1 & 2 Accounting• Unit 1 & 2 Legal Studies• Unit 3 & 4 Global Politics	<ul style="list-style-type: none">• Unit 1 & 2 History (Twentieth Century) and then Unit 3 & 4 History (Revolutions)• Unit 3 & 4 Global Politics• Unit 1 & 2 Legal Studies

Unit 1 & 2 Geography is another option offered in Humanities Year 10. For students to be considered for this option they will need to apply and will be interviewed by a panel that includes the Head of Humanities.



Year 10 Curriculum Handbook - 2020

Economies and Entrepreneurs

This single-semester elective 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 role, rights and responsibilities of consumers, producers, savers, investors and workers
- Developing enterprising behaviours and capabilities to use in life and facilitate career opportunities.
- Examining the changing work environment in Australia
- Current national and global employment trends
- Industries and jobs likely to exist in the future
- Employment skills needed in the future

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, business 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 the 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 minimising 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 analysis, interview (record, transcribe and report), structured questions, workbook folio of exercises	

This **Humanities** elective subject prepares 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)**, **VCE Business Management (Units 3 & 4)** and/or **VCE Geography (Units 1-4)**

Year 10 Curriculum Handbook - 2020

Geography

If you are interested in pursuing a career in an area that genuinely makes a difference to the world we live in, then geography is a study that should be considered. Geography can enable students to develop an understanding of everything from how and why volcanos are formed to the impact of overcrowding in urban areas, geographers are integral to help find solutions to some of the biggest issues in the world, such as climate change, urban over-development and natural disasters.

Geography is a subject that bridges and draws relationships with many other related disciplines (for example History, Economics and Science). Geography offers a broad range of career outcomes and, with the increasing global focus on the issues geographers are equipped to address, employment opportunities are growing exponentially.

Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Geospatial skills are emphasized in geography and this enables students to be given the opportunity to take part in many professions that now use these skills commonly.

Option 1: An Environment of Extremes

In Year 10 students may choose either An Environment of Extremes or An Unequal World as a single-semester study of Geography. An Environment of Extremes is a physical geographical study that 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:

1. construct an overview of extreme environments
2. investigate at least two contrasting types of extreme environments including those that occur within local areas and regional and global locations, such as polar regions
3. examine the processes, causes and impacts involved in extreme environments
4. examine and evaluate human responses to extreme environments
5. analyse the interconnections between human activities and natural phenomena causing the conditions that occur in extreme environments.
6. evaluate how people have attempted to reduce human vulnerability to, and the impact of extreme environments.

Area of Study 1	The Nature of Extreme Environments
Students	<ul style="list-style-type: none">• Examine a variety of extreme environments.• Engage in a study of at least two specific hazards at a range of scales
Area of Study 2	Responses to Extreme Environments
Students	<ul style="list-style-type: none">• Explore the strategies used to reduce the risk of extreme environments and response to extreme environments• Examine community responses and development opportunities towards extreme environments• Evaluate actions taken responses towards extreme environments e.g. technology, role of governments, community groups.
Assessment Tasks	
Assessment tasks: In this unit students undertake a Fieldwork Investigation of a local example of an extreme environment. They will also 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, peer to peer feedback exercises. There will be an examination held at the end of the semester.	

Year 10 Curriculum Handbook - 2020

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 1 to. This 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 & 4).

Option 2: An Unequal World

In Year 10 students may choose either An Unequal World or An Environment of Extremes as a single-semester study of Geography. An Environment of Extremes is a human geographical 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:

1. spatial variations between places
2. reasons for variations in human wellbeing
3. ways to measure human wellbeing
4. issues affecting human wellbeing
5. roles of national and international government and non-government agencies in improving human well-being

Area of Study 1	Characteristics of the Unequal World
Students	<ul style="list-style-type: none">• Examine the characteristics, location and distributions of human wellbeing at a local, regional and global scale.• Explore human wellbeing and the factors that affect it within Australia and the World
Area of Study 2	Responses to the Unequal World
Students	<ul style="list-style-type: none">• Investigate, analyse and evaluate the environmental, economic and socio-cultural impacts of inequality throughout Australia and the World.• Examine community responses and development opportunities towards extreme environments• Undertake case-study research of examples of inequality at a global scale
Assessment Tasks	
Assessment tasks: In this unit students undertake a Fieldwork Investigation of a local example of an unequal World. They will also 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, 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 Units 1 to 4. This 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 & 4).

Year 10 Curriculum Handbook - 2020

History

The study of History enables students to develop the critical thinking skills that are so important in the modern world, in university life and future employment. History enables students to become more culturally aware, knowing history enables students to know about the present and future better. It helps students to make more informed and better decisions regarding the future and the areas they will contribute to in the future.

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 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">• 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.
Area of Study 4	Hitler and the Nazis
Students	Under the leadership of Adolf Hitler (1889-1945), the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and ruled Germany through totalitarian means from 1933 to 1945. Students will investigate the leadership of Hitler and the impact of the Nazis.

Year 10 Curriculum Handbook - 2020

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 of historical concepts and key historical skills that are further developed in **VCE History (Units 1 & 2) Twentieth Century** and **VCE History (Units 3 & 4) Revolutions**. This 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 & 4)** and/or **VCE Geography (Units 3 & 4)**.



Year 10 Curriculum Handbook - 2020

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	Further Mathematics Preparation	➡	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 3 & 4 require a background of Specialist Mathematics Units 1 & 2 and Mathematical Methods Units 1 & 2.
- Students taking Specialist Mathematics 3 & 4 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 Accelerated Mathematical Methods Units 3 & 4 is by teacher recommendation only.
- Scaling procedures ensure that students are fairly rewarded for selecting the level of Mathematics at Units 3 & 4 appropriate to them.

Year 10 Curriculum Handbook - 2020

Mathematics

All students undertake study in mathematics at Year 10, through Mathematics, Further Mathematics Preparation or Mathematical Methods 1 & 2.

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.

Topics

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

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 Curriculum Handbook - 2020

Further Mathematics Preparation

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Number I• Number II	<ul style="list-style-type: none">• Linear Functions• Statistics - Univariate
Term 3	Term 4
<ul style="list-style-type: none">• Linear and non-linear relations• Statistics - Bivariate	<ul style="list-style-type: none">• Financial Arithmetic• Matrices

Purpose

This subject is specifically designed for students experiencing difficulty with Year 9/10 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.

- Students who are experiencing difficulty with Year 9 Mathematics may be invited into this subject in Year 10 based on teacher recommendation.
- Students who are experiencing difficulty with Year 10 Mathematics will also be offered access to this subject via teacher recommendation.

Year 10 Curriculum Handbook - 2020

Physical and Health Education

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>Invasion Sports: Ball Sports</p> <p>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.</p> <p>Sports of the World</p> <p>Students are exposed to unfamiliar games such as European handball and Tchoukball.</p> <p>Fitness Testing</p> <p>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 'Fast J'</p> <p>Through a sport education program "SEPEP": students take on a variety of other roles such as coaching, umpiring and scoring to replicate a fixtured league. The concept of transferring skills between sports for success is revisited. This unit may include one session of wheelchair basketball.</p> <p>Fitness</p> <p>Monitoring personal levels and participating in activities to develop aerobic capacity. Exploring various types of training methods such as circuit and fartlek.</p>
Term 3	Term 4
<p>Net Sports: Volleyball/Badminton</p> <p>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</p> <p>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. Developing training programs using specific training methods to pursue strengths and areas of weakness.</p> <p>Exploring Movement</p> <p>Students participate in various forms of movement including types of dance, yoga, pilates, physical theatre.</p>	<p>Invasion Sports</p> <p>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. Games may include lacrosse, soccer, indoor hockey and various other sports.</p> <p>Fitness Testing</p> <p>Students will complete seven 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.

Year 10 Curriculum Handbook - 2020

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.

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

Health Education

The focus of this subject is to provide students with a well-rounded health education program, using well researched, up-to-date, value based Health Curriculum that is relevant in developing the students' knowledge and skills to navigate their own health behaviours and the current challenges that young women face in the world today with confidence and resilience.

Area of Study	Topics Covered
Drug and Alcohol Education	Safe decision making and risk taking behaviours How to navigate the 'partying scene' safely <ul style="list-style-type: none">• Making informed decisions• Looking out for your friends
Sexual Education	Dating and emotional skills for health. <ul style="list-style-type: none">• How to develop a respectful relationship• being assertive• managing expectations• consent• intimacy• managing personal safety and protective behaviours. Relationships and conflict resolutions
Cyber Safety, Mental Health	Social media, sexting, social media and the online world Consider the different dimensions of the whole body that contribute to our mental health Protective factors for mental well-being Strategies for preventing and coping with our emotional and mental health- physical/emotional/social When and where to find help for yourself and others
Global Health	Critical thinkers about their own health and the health of other communities with Australia (Rural and Remote/ Indigenous and globally around the world.

Year 10 Curriculum Handbook - 2020

Purpose

To address the girls' physical, social, emotional, spiritual and sexual health and to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and other's wellbeing.

Features

Students will look at real life practical solutions, incorporating implications for risk taking behaviours, underpinned by a values based approach to decision making. Classes would provide the opportunity to practice decision making and 'exit' strategies when faced with risk taking behaviours, conflict situations and coping strategies for their own and other mental health.

Students undertake studies in:

- Mental Health through enhancing our students personal, behavioural, social and cognitive skills and strategies and promoting a sense of identity and wellbeing
- Sexual Education through developing the skills to build and manage respectful relationships
- Drug Education and Cyber Safety including encouraging our students to engage in healthy behaviours and make considered choices and decisions when it comes to their bodies and to others around them.
- Global health and the impacting factors on the different physical, social and emotional health needs of individuals across the world.

Assessment

The assessment for this course would include class participation, workbook, reflections, case studies, role plays and group work.



Year 10 Curriculum Handbook - 2020

Science

Science of Life, Energy and Matter

Year 10 Science of Life, Energy and Matter 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	Semester 2
Students rotate through 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	Students rotate through the 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
- develop scientific investigation skills

Assessment

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

- 40% of the assessment grade is the knowledge of the course content and ability to apply this knowledge as assessed in tests
- 20% is for communicating ideas scientifically such as in practical reports and assignment work
- 40% is based on the examination.

Year 10 Curriculum Handbook - 2020

Science of Body and Mind

Science of Body and Mind 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

Semester 1	Semester 2
<ul style="list-style-type: none">• Genetics• Psychology and Research Methods• Cell Structure and Function• Embryo Development	<ul style="list-style-type: none">• Systems of the Human Body• Sleep and Mental Health

Purpose

Students attaining a grade B or higher in Science B will have the necessary knowledge to undertake VCE Units 1 & 2 Biology and/or 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

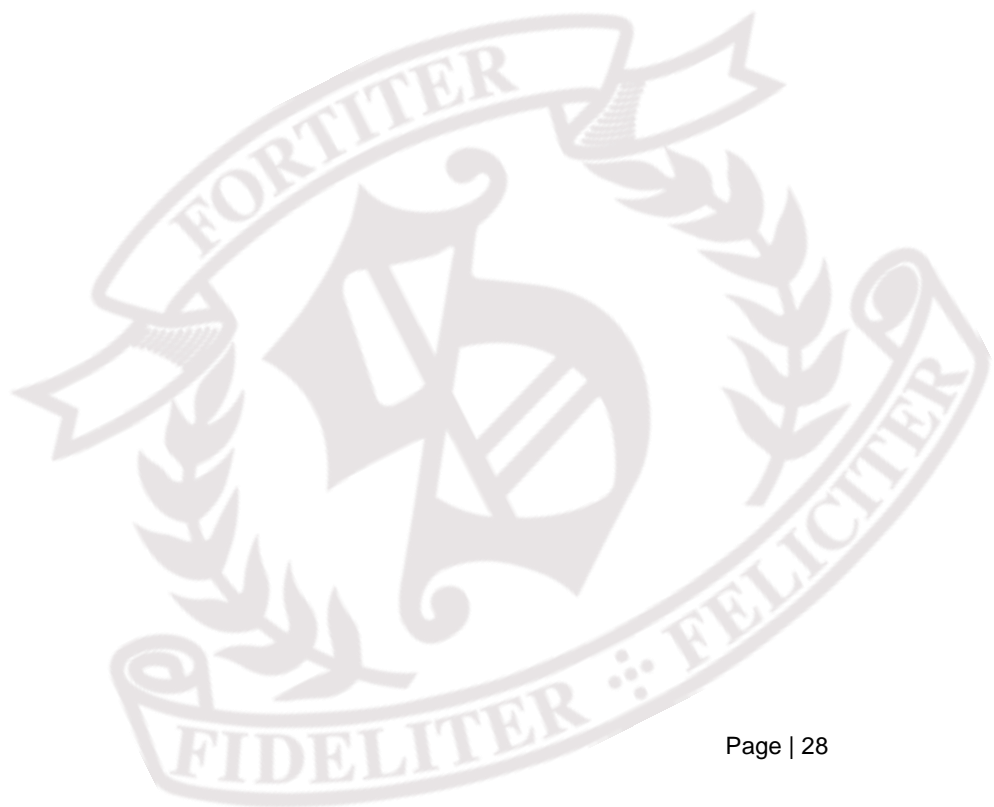
Assessment

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

- 40% of the assessment grade is the knowledge of the course content and ability to apply this knowledge as assessed in tests
- 20% is for communicating ideas scientifically such as in practical reports and assignment work
- 40% is based on the examination.

2020

Year 10 Electives



Year 10 Curriculum Handbook - 2020

Art

The Studio Arts structure of the Year 10 Art electives allows for students to practise and refine specialised skills appropriate to a particular art form or media, allowing students to develop an understanding of the studio artmaking process.

Each learning area incorporates two interrelated principles. Students learn as artist and viewer and Students learn through making and responding. These interrelated strands of learning form the core of the Arts curriculum as set out in the Victorian Curriculum.

Any combination of units, including Design may be undertaken. This provides Students with the opportunity to explore a new studio area. To continue to develop strength and skill in their preferred art-form or try a new art-form of interest.

This is to lay essential skill building, confidence and visual awareness, creativity and critical thinking in preparation for the thematic folio approach taught in VCE Art and develop drawing and technical skills for Visual Communication Design.

Sequence for VCE Studies

Completing one Semester of Studio Art will prepare students for the option of selecting Units 1 and 2 Art in Year 11. Interested Students are encouraged to complete two semesters or combine one Art unit with a unit in Design.

Studio Art 1: Photograph, Paint and Illustrate

Students explore how contemporary artists use photography and other 2D materials and aesthetic qualities to create artworks relevant to today's society. Students use this knowledge to inform their own studio practice and to support art making.

Purpose

In this unit students will develop skills in a range of photographic media, including how to use a range of camera technology. They will also understand the creative options available when using digital and analogue printing methods.

In the second half of the semester students develop skills in painting, drawing and printing. Students use this knowledge to inform their own studio practice and to support art making, and explore how these can be used or presented in innovative or new ways.

Students will develop personal and thematic responses exploring how art creates or explores contemporary issues.

Features

Students will work towards completing a number of finished artworks and technical explorations as part of their assessment. Students reflect and analyse their understanding of photographic, painting and illustrative materials and techniques.

Students consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. Visiting an art exhibition is integral to the student's artistic and creative development. They explore and respond to how traditional and contemporary artists use 2D art forms to express ideas.

Assessment:

- Maintenance of a visual diary to record art practice and studio experience
- Skill development tasks and finished artworks
- Written research tasks, exhibition review and examination

Year 10 Curriculum Handbook - 2020

Studio Art 2: Sculpture and Installation

Students explore how contemporary artists use materials and aesthetic qualities to create 3D artworks, sculptures and installations. Students use this knowledge to inform their own studio practice and to support art making.

Purpose

Students will develop skills in manipulating and constructing artworks from a range of materials such as ceramics, metal and plaster sculpture, fabric or textile media.

Students will develop personal and thematic responses to current issues as a basis for this study. The environment, social justice and contemporary issues will be among the themes students will explore.

Features

Students will complete technical exploration and work towards completing a finished sculpture or installation as part of their assessment. Students reflect and analyse their understanding of sculptural materials and techniques.

Students consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. Visiting an art exhibition space is integral to the student's artistic and creative development. They explore and respond to how traditional and contemporary artists use 3D art forms to express ideas and the importance of presentation of artworks to an audience.

Assessment:

- Maintenance of a visual diary to record art practice and studio experience
- Skill development tasks and finished artworks
- Written research tasks, exhibition review and examination

Design and Innovate

Completing one semester of Design and Innovate will prepare students for the option of selecting Units 1 & 2, Visual Communication and Design in Year 11. For skill development students are encouraged to combine Design and Innovate with another semester of Art in either studio area.

In this semester unit students examine the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

Purpose

They explore the design process to generate and develop visual communications considering aesthetics and functionality, as well as the elements and principles of design and media, materials and methods of production.

Features

Over the semester a variety of drawing skills are used to visualise ideas. Students use design thinking and creative, critical and reflective design practices in solving potential solutions. Students have the opportunity to work in a variety of media including Photoshop, Illustrator and Indesign as well as an introduction to 3D printing. Design also builds skills and provides experience in traditional art media to help students produce both in 2D and 3D presentations. This includes technical drawing, rendering, observational drawing, model making and construction. Design projects and presentations could include architecture, furniture, jewellery, shoes, fashion and graphic design.

Assessment

- Maintenance of a visual diary to document the design process
- Technical drawing and model making development tasks
- Environmental, communication and industrial design presentations
- Written research tasks and examination

Year 10 Curriculum Handbook - 2020

Drama

Whether one or two Drama electives run will depend on demand.

Play Production

This unit centres around a theatrical 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.

Topics

Term 1	Term 2
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. Area of Study 2: Performance Analysis Students will attend a professional theatrical production and describe and evaluate the use of stagecraft in the performance.	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. Stagecraft Folio Students will document their work on Stagecraft in a visual folio.

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
Area of Study 1: Ensemble Performance Students will work collaboratively on developing a non-naturalistic performance on a given stimulus. 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.	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.

Purpose

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.

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

Year 10 Curriculum Handbook - 2020

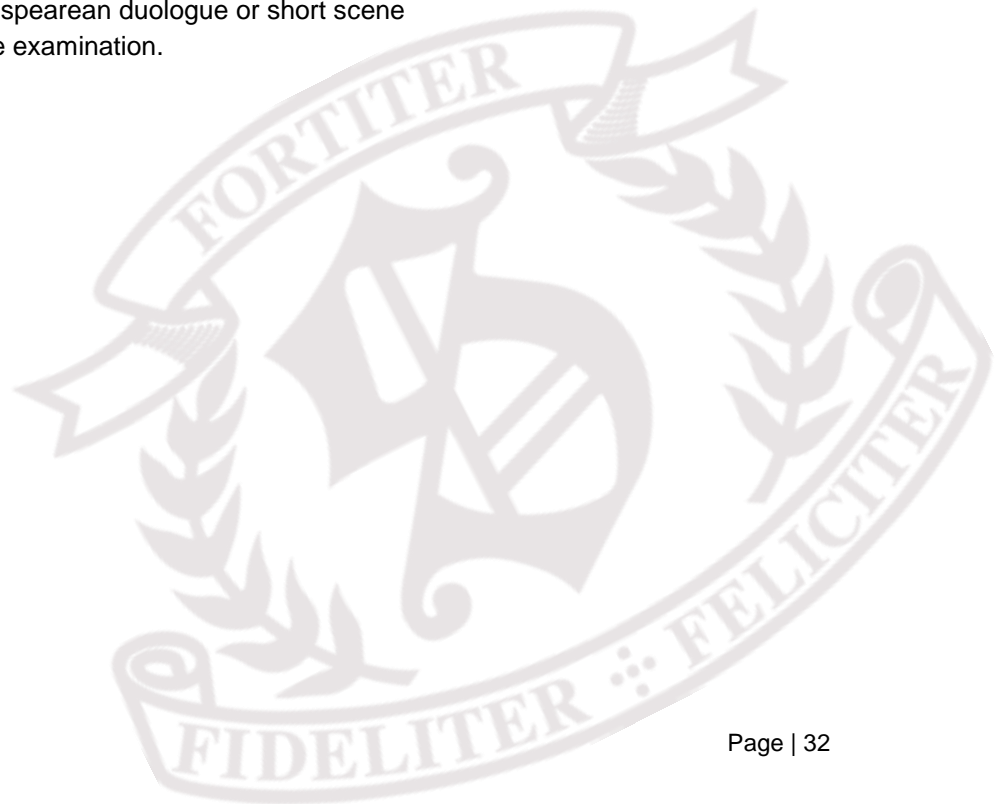
theatre. To broaden their skills and confidence as performers by developing the expertise to perform as a pair and eventually solo in front of an audience.

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 and document their work in a Stagecraft folio
- 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 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
- application of an area of Stagecraft will be assessed through the three stages of the production process
- development and presentation of a student devised non-naturalistic ensemble performance
- performance of a Shakespearean duologue or short scene
- monologue performance examination.



Year 10 Curriculum Handbook - 2020

Exercise Science

The focus of this elective is on how to improve sporting performance. This is achieved through a study of body systems, training principles, biomechanics and sports psychology.

Students are expected to:

- understand how the body systems function in response to exercise
- evaluate a range of psychological strategies which can enhance and improve sports performance
- explain components of fitness and investigate appropriate training programs
- identify chronic adaptations the body undertakes as a result of training
- understand the biomechanical principles and mechanisms to improve performance
- research improvements in sporting performance including the roles of better technology, to optimise forces actions on the athlete.

Topics

Body systems and performance <ul style="list-style-type: none">• The ways in which the skeletal, muscular, circulatory, respiratory and energy systems respond and adapt to exercise• Training methods and principles when training for performance• Chronic adaptations that the body undertakes as a response to training	Performance enhancement strategies <ul style="list-style-type: none">• Sport Psychology: How can athletes be motivated to perform to their best?• The importance of sleep, motivation, self-confidence, and arousal to optimise sporting performance• Understand the Biomechanical principles that are acting on an athlete and how this affects skill acquisition principles

Purpose

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

Features

Students will gain an understanding of the body systems and relevant skill acquisition, biomechanical and sport psychology principles and the application that they have in improving sporting performance.

Students undertake studies in:

- 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 and fuel sources
- Training methods and principles
- Biomechanics such as acceleration, centre of gravity, base of support, summation of force and projective motion
- Technological improvements in equipment and clothing
- Sport Psychology including an examination of the benefits of sleep, confidence, motivation, optimal arousal, mental imagery and concentration

Assessment

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

- Examination
- 50% coursework- tests, written report, practical reports and investigative tasks

Year 10 Curriculum Handbook - 2020

Food Studies - Cook, Create & Innovate

Food Studies focuses on an understanding of food, nutrition, product development, advanced cookery techniques and sustainability. Students will use design principles and creative problem solving strategies to produce food for a range of occasions.

Cook, Create and Innovate will cover a variety of topics and provide students with the opportunity to sample areas that are taught at a VCE level, such as contemporary food trends, ethical food production, cultural and Indigenous foods.

Students will conduct a major individual assessment, enhancing student's skills in recipe development, ingredient manipulation and specialist equipment use.

Topics

Term 1	Term 2
Food and Nutrition for Daily Life Contemporary Food Trends	Product Development Sustainability and Environmental Issues

Purpose

The theory and practical components are interrelated, with a strong emphasis on the development of practical skills. To gain a variety of skills in food preparation, an appreciation of a wide variety of ingredients, willingness to use new ingredients in food preparation, an appreciation of food presentation and styling techniques and basic food photography techniques to present and their food products for maximum impact.

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. Students will learn techniques and a variety of skills in food preparation, an appreciation of food presentation and styling techniques to style, present and photograph their food products for maximum impact. Additionally, the girls will embark on a Food Safari Excursion. They will taste and shop for different foods and then prepare a World Food Safari Banquet to share.

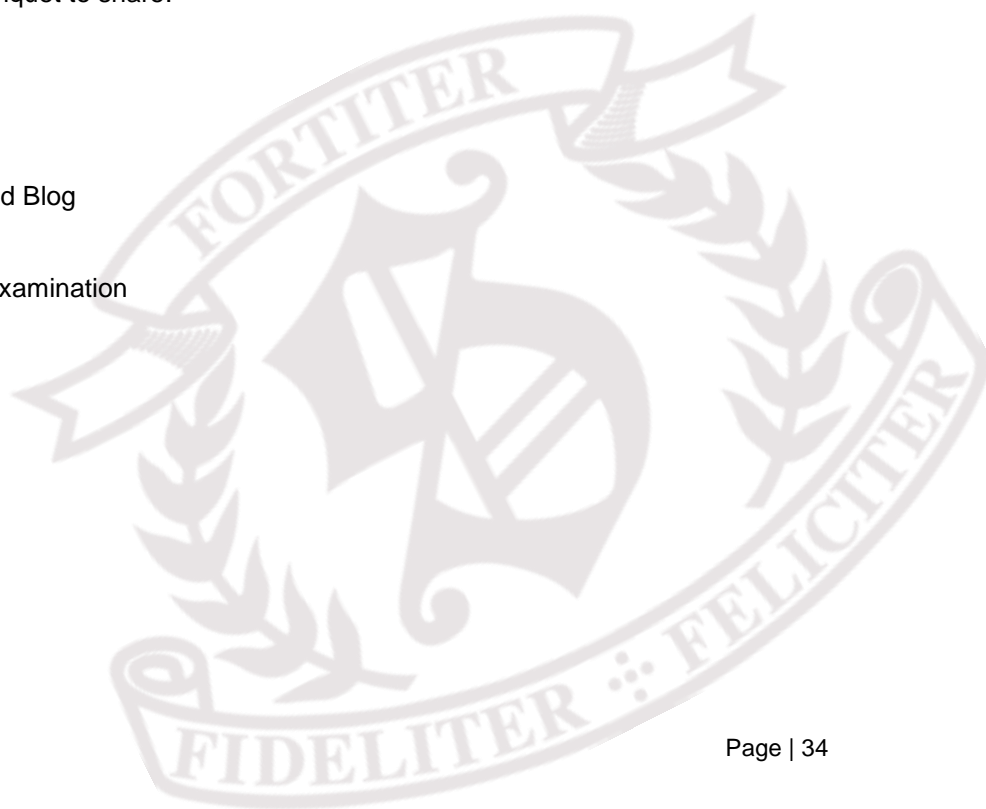
Assessment

Task 1 – Design Brief

Task 2 – Practical skills and Food Blog

Task 3 – Investigation Task

Task 4 – Written and Practical Examination



Year 10 Curriculum Handbook - 2020

Languages - Chinese (Mandarin), French, Italian

In Year 10, many students choose to continue at least one of their languages. Some choose to continue with both. Those who continue with two languages will have the option of replacing one semester of Humanities with another elective. **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 workbook activities at home
- complete whole class creative writing using pictures as a stimulus
- learn Chinese songs/ watch a Chinese film
- make intercultural comparisons.

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 Curriculum Handbook - 2020

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• Discovering Paris• Describing People• Daily Routine	<ul style="list-style-type: none">• Exploring the Loire Valley and its Châteaux• Fairystories• Childhood
Term 3	Term 4
<ul style="list-style-type: none">• Talking about past events• The Environment	<ul style="list-style-type: none">• Planning your Future• WWI

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 Curriculum Handbook - 2020

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 holidays and habitual events in the past• How Italians spend their holidays and ecotourism	<ul style="list-style-type: none">• Italian Immigration• Talking about experiences abroad
Term 3	Term 4
<ul style="list-style-type: none">• Technology• Renaissance• The environment	<ul style="list-style-type: none">• Talking about future events/projects• The Italian school/university 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 Curriculum Handbook - 2020

Music

This exciting new elective will run for one semester. While it is not a requirement or expectation for students of this course to be proficient performers or even study voice or an instrument, this elective subject will provide a stylistic and broad analytical perspective and grounding for those wishing to move onto VCE Music Performance or Music History and Styles studies.

Topics

- Music as incidental Music - Drama
- Music to dance – Ballet & Contemporary
- Music to sing – Opera/Operetta
- Music that enhances the telling of a story – Music Theatre
- Music in the Concert Hall
- Musical entertainment from other times

Purpose

The main purpose of this study is to provide students with the opportunities to explore and develop a deeper understanding of the various styles and how music is used within a range of closely related Performing Art forms as well as the conventions of the Concert Hall. Students will learn about many of the conventions and characteristics of music in the broader sense of Theatre and traditions evolved through history; development of the Broadway musical and how it compares to the West End traditions; what makes a performance great or a Classic; where did the Musical form come from and where is it heading.

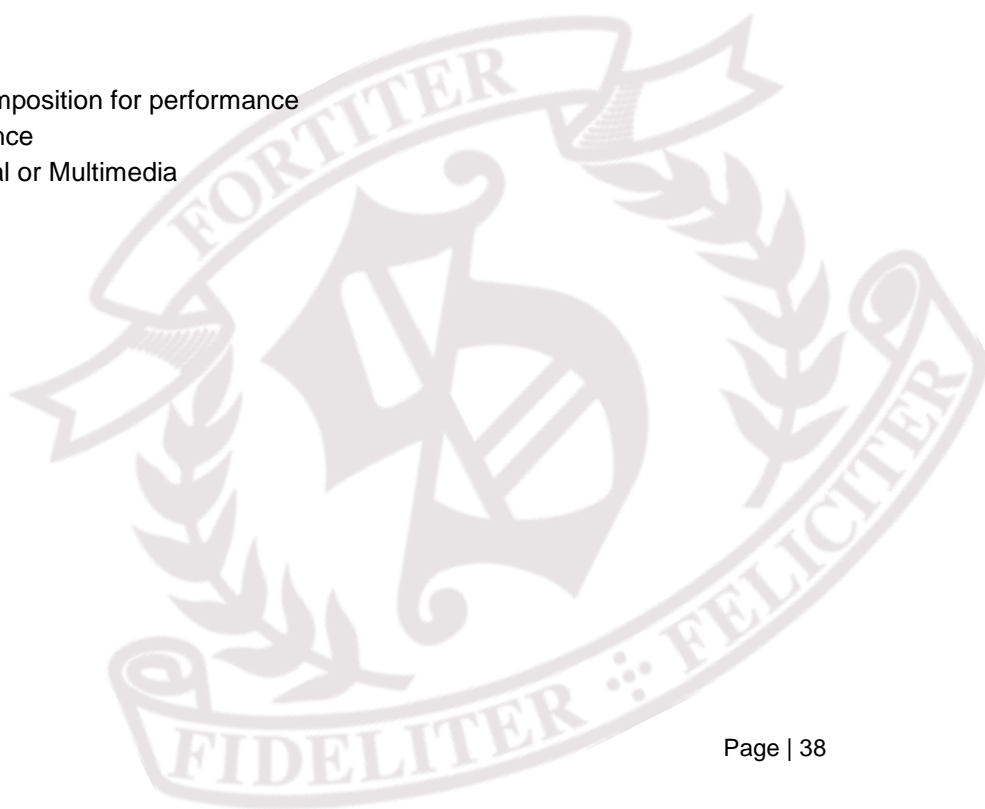
Students will be given the opportunity to decide which other mediums of theatre where music has a key role, the class will investigate from the topics listed.

Features

- Attendance at a live performance(s)
- Guided listening and analysis
- Class singing/performance of material from selected works
- Collaborative class composition and performance
- Research and discussion

Assessment

- Contribution to class composition for performance
- Review of live performance
- Presentation – either oral or Multimedia



Year 10 Curriculum Handbook - 2020

VCE VET Creative Digital Media (Certificate III in Media)

Digital media is shaping the way that we communicate and do business. A strong and carefully-designed online presence is essential for most brands. This course is designed to develop students into skilled online content creators. This involves:

- image manipulation in Adobe Photoshop,
- graphics development in Adobe Illustrator,
- animation and motion graphic design in Adobe Animate, and,
- webpage design

Competencies

Competencies are nationally-benchmarked industry standards which are required to be successfully completed in Units 1 & 2. In 2020, these may include:

BSBCRT301	Develop and extend critical and creative thinking skills
BSBWHS201	Contribute to health and safety of self and others
CUAIND301	Work effectively in the creative arts industry
ICTWEB303	Produce digital images for the web
CUADIG201	Maintain interactive content

About this subject

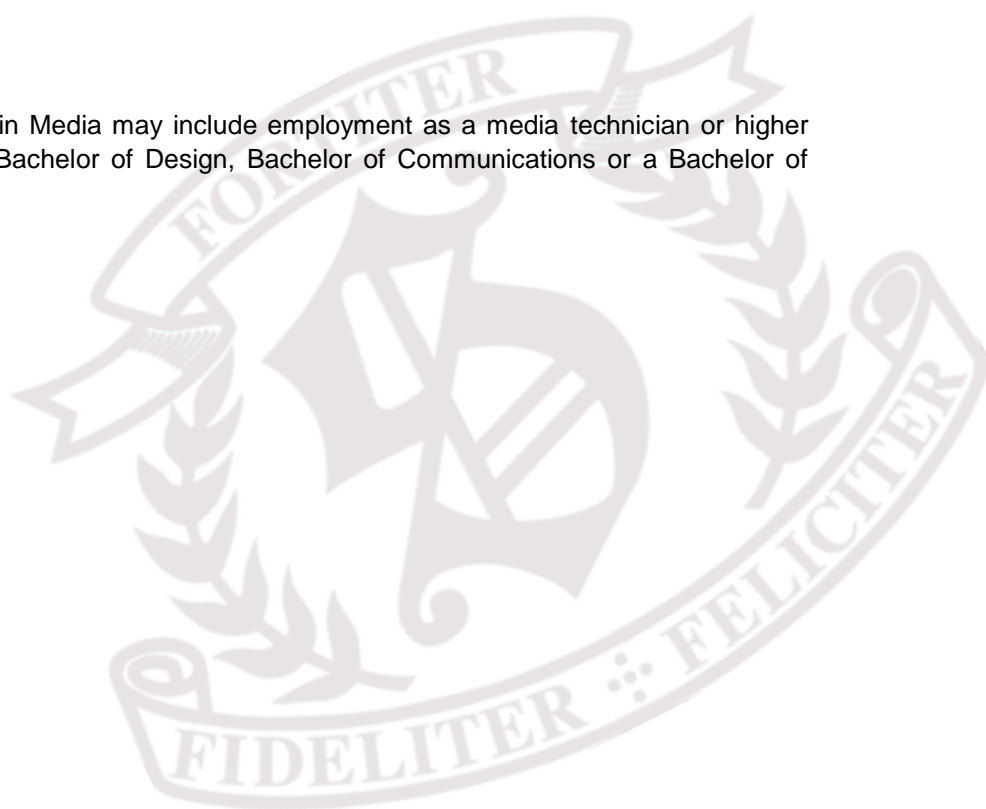
This year-long subject provides credit for a Unit 1 & 2 sequence and can be continued with Scored Assessment in Units 3 & 4, resulting in a Study Score and contributing towards a student's ATAR. Students who successfully complete Units 1-4 will also receive CUA31015 Certificate III in Media, a nationally-recognised qualification. This subject is open to students in Years 10 and 11.

Assessment

As a VET subject, the majority of the assessment is project-based and is supplemented by portfolios and short answer questions.

Pathways

Pathways from the Certificate III in Media may include employment as a media technician or higher education courses, such as the Bachelor of Design, Bachelor of Communications or a Bachelor of Screen and Media.



Year 10 Curriculum Handbook - 2020

Creating New Worlds in Virtual Reality

Virtual Reality and Augmented Reality are two technologies that are fast making an impact on a range of areas. In this semester length subject, students will explore the way emerging technologies develop, ethical and social issues and develop the skills to create VR films and games.

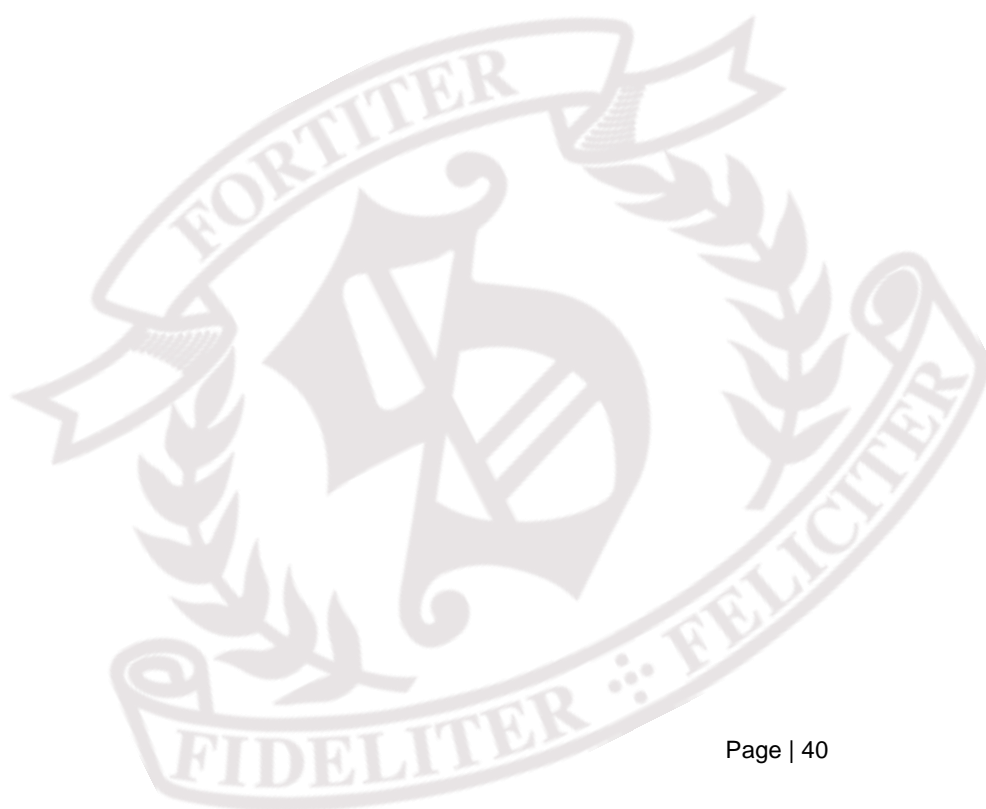
In addition to fostering digital technology skills, this subject will enable students to develop the critical thinking and problem solving skills needed when grappling with emerging technologies – all capabilities which are highly rated by employers. An emphasis is placed on industry software to increase pathways for students and to build confidence in technology use.

Topics

Term 1 - Filmmaking and Futures	Term 2 - VR Game Design
Students will explore VR technologies and how they work, delving into the potential applications. They will learn the emerging art of 360 filmmaking, working collaboratively to develop a short film and editing in Adobe Premiere Pro.	Students will learn to create their own function VR game in Unity, a game development environment. They will build 3D landscapes, design and control characters, learn basic coding techniques in C# and create 3D assets. They will be able to play their game on the Oculus Rift and have the potential to distribute or sell their final work.

Assessment

The majority of the assessment is project-based, supplemented with presentations.





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