

YEAR 10 2020 CURRICULUM

A FOUNDATION YEAR FOR VCE

The program at Year 10 provides all students with a firm foundation in the major disciplines. The core program ensures that all students continue to develop skills and knowledge in English, History, Mathematics, Science, Personal Development and Physical Education. In addition, the electives program provides flexibility of choice and opportunities for a broad range of learning experiences, including the option of studying VCE units.

Firbank has recognised that learning is not restricted to the classroom, and therefore the Horizons program is an essential component of the curriculum at Year 10. Over the course of the year the girls will participate in one Outdoor Education experience and one Social Justice experience. Both opportunities will extend and challenge the girls' perceptions of themselves and others.

Formal examinations in all subjects are held at the end of each semester as this practice gives students valuable preparation for VCE examinations.

Year 10 is a year in which consideration must be given to future directions and the preparation needed to ensure success in the final years of schooling. A student's application to study VCE subjects will be determined by current performance levels as well as on teacher recommendation. In certain cases, independent learning is supported by the introduction of a self-directed study.

Year 10 Curriculum

CORE CURRICULUM

ENGLISH
HISTORY
MATHEMATICS
PERSONAL DEVELOPMENT
PHYSICAL EDUCATION
SCIENCE

ELECTIVE CURRICULUM

Choice of 17 semester-length units

APPLIED DIGITAL TECHNOLOGIES

BE YOUR OWN BOSS

DANCE : VCE UNITS 1 & 2

DIGITAL MEDIA - INDUSTRY PRACTICE

DRAMA

ENGLISH AS AN ADDITIONAL LANGUAGE*

ENGLISH LANGUAGE STUDIES*

ETHICS : VCE UNIT 2

FOOD STUDIES

GEOGRAPHY

GLOBAL POLITICS : VCE UNIT 2

HISTORY The Cold War 1945-1990: From Stalin to Kim Jong-Un

LEGAL STUDIES

LITERATURE ONLINE

LANGUAGES
(must be selected for all semesters)

FRENCH

GERMAN

CHINESE FIRST LANGUAGE VCE UNITS 1 & 2

CHINESE SECOND LANGUAGE

CHINESE SECOND LANGUAGE ADVANCED
VCE UNITS 1 & 2

MUSIC

VISUAL ARTS

ART

CERAMICS

VISUAL COMMUNICATION & DESIGN

* By recommendation of the Department of Differentiated Learning

Core Curriculum Year 10

ENGLISH

The Year 10 English course is designed to engage the interest of students, to extend their skills in the use of language for a variety of purposes and audiences and to foster in the students a love of literature, both classic and modern. The course also embraces the use of multi-media texts and encourages the students to integrate the use of technology in presenting their thoughts and opinions.

AREAS OF STUDY

During the year students are assisted to enhance their skills in the following areas:

- reading a wide range of diverse texts
- writing expressively and accurately about their thoughts, feelings and opinions
- analysing the use of visual and written language
- identifying, interpreting and exploring readings, viewpoints and perspectives about complex issues
- using evidence to justify points of view
- identifying and analysing the contextual factors inherent in the construction and interpretations of texts
- producing written, spoken and multi-media texts which inform and present formal arguments about complex issues
- listening to and producing a range of spoken texts in formal and informal situations
- reflecting on the learning process
- working collaboratively

ASSESSMENT

Is based upon performance in a variety of reading, writing, listening, speaking and presenting tasks, including end of semester examinations which are designed to prepare students for VCE English studies.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Year 10 EAL course is designed to engage the interest of students to develop and extend their skills in the use of language for a variety of purposes and audiences and to foster in the students an appreciation of literature. The course also embraces the use of multi-media texts and encourages the students to integrate the use of technology in presenting their thoughts and opinions.

AREAS OF STUDY

The course commences with a detailed study of several short stories. The focus of explicit teaching is on an understanding and analysis of the writer's specific language choices.

Students develop both creative and analytical written responses to short texts before moving to longer and more complex texts, where further writing skills are developed.

Persuasive media texts are studied for explicit teaching of argument and language analysis. Students learn to analyse the use of visual and written language; identifying, interpreting and exploring readings, viewpoints and perspectives about complex issues, using evidence to justify points of view.

Students learn how to identify and analyse contextual factors inherent in the construction and interpretations of texts.

Students produce written, spoken and multi-media texts which inform and present formal arguments about complex issues.

Students listen to and produce a range of spoken texts in formal and informal situations.

Students work collaboratively and reflect on the learning process.

ASSESSMENT

Is based upon performance in a variety of reading, writing, listening, speaking and presenting tasks, including end of semester examinations which are designed to prepare students for VCE English studies. It is based on EAL criteria.

HISTORY

The Year 10 Curriculum provides a study of the history of the modern world and Australia from 1918 to the present.

AREAS OF STUDY

The course comprises overview and in-depth studies. The overview studies provide the context for the key inquiry questions and the in-depth studies allow detailed study of specific aspects of the historical periods.

Overview content for the making of the modern world includes:

- The interwar years 1918-39
- The impact of significant global events and changes on Australian society

The key areas studied are:

1. Rights and freedoms; Experiences of Indigenous Australians in the Twentieth Century
2. The aftermath of World War One and the rise of extremism in Nazi Germany
3. Causes and events of World War Two

ASSESSMENT

Students' historical understanding and skills will be assessed in a variety of ways, through analysis of visual and written texts, research assignments, tests and semester examinations.

MATHEMATICS

Year 10 Mathematics is structured to follow The Australian Curriculum: Mathematics. This provides students with the essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and social life and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands describe how the content is explored or developed, that is, the thinking and doing of mathematics. These strands are: Understanding, Fluency, Problem Solving and Reasoning.

There are four different levels of Mathematics in Year 10:

- **Level 1 (Advanced Mathematics):** Students at this level have demonstrated a particularly high level of proficiency in Mathematics. Typically, students at this level have been accelerated and are expected to complete Year 11 Units 1 and 2 Mathematical Methods in Year 10.
- **Level 2 (Mainstream extension):** Students at this level cover the standard Year 10 curriculum as well as Units 1 and 2 Mathematical Methods extension concepts.
- **Level 3 (Mainstream):** Students at this level cover the standard Year 10 curriculum. Students at this level have the option to study General Mathematics or Mathematical Methods in Year 11.
- **Level 4 (Gold):** Students at this level cover a less rigorous Year 10 curriculum with emphasis on the skills required for General Mathematics or Foundation Mathematics in Year 11. For students not intending to undertake a Unit 3 and 4 Mathematics, this level provides the option of selecting Foundation Mathematics Units 1 and 2 in Year 11. These students will typically finish studying Mathematics in Year 11. Level 4 Mathematics also provides students with the option of selecting General Mathematics Units 1 and 2 in Year 11 (which leads onto Further Mathematics Units 3 and 4 in Year 12).

All students will be guided as to the most suitable option for their Mathematical studies.

AREAS OF STUDY

Level 1

Number and Algebra

- review of coordinate geometry
- functions and function notation, domain, co-domain and range, representation of a function by rule, graph and table
- use of the vertical line test to determine whether a relation is a function or not, including examples of relations that are not functions and their graphs
- qualitative interpretation of features of graphs of functions, including those of real data not explicitly represented by a rule, with approximate location of stationary points
- graphs of power functions and transformations of these graphs
- graphs of polynomial functions to degree 4 and other polynomials of higher degree
- graphs of inverse functions

Measurement and Geometry

- use of symbolic notation to develop algebraic expressions and represent functions, relations, equations and
- substitution into and manipulation of these expressions
- recognition of equivalent expressions and simplification of algebraic expressions involving different forms of polynomial and power functions, the use of distributive and exponent laws applied to these functions, and manipulation from one form of expression to an equivalent form
- use of parameters to represent families of functions and determination of rules of simple functions and relations from given information
- transformations of the plane and application to basic functions and relations by simple combinations of dilations (students should be familiar with both

'parallel to an axis' and 'from an axis' descriptions), reflections in an axis and translations, including the use of matrices for transformations

- the connection between the roots of a polynomial function, its factors and the horizontal axis intercepts of its graph, including the remainder, factor and rational root theorems
- solution of polynomial equations of low degree, numerically (including numerical approximation of roots of simple polynomial functions using bisection), graphically and algebraically
- solution of a set of simultaneous linear equations (geometric interpretation only required for two variables) and equations of the form $f(x) = g(x)$ numerically, graphically and algebraically

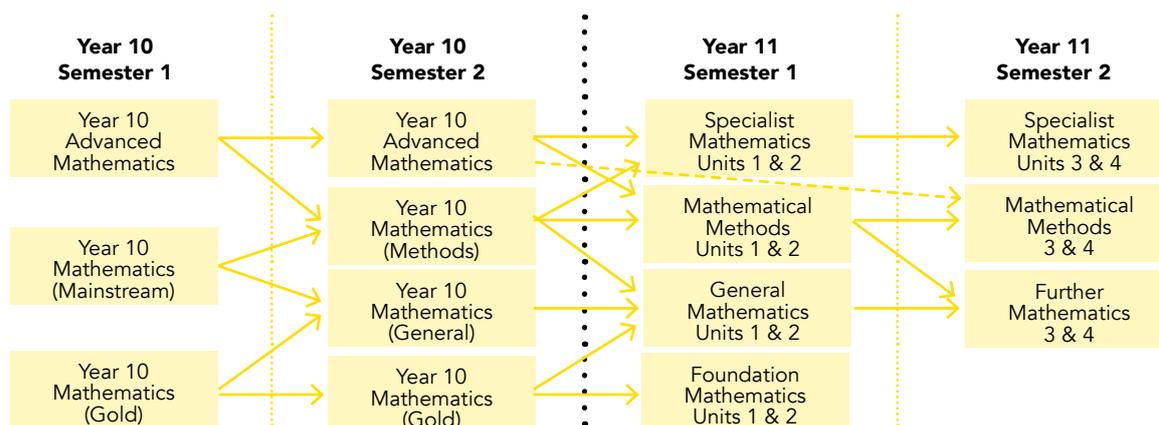
Calculus

- average and instantaneous rates of change in a variety of practical contexts and informal treatment of instantaneous rate of change as a limiting case of the average rate of change
- interpretation of graphs of empirical data with respect to rate of change such as temperature or pollution levels over time, motion graphs and the height of water in containers of different shapes that are being filled at a constant rate, with informal consideration of continuity and smoothness
- use of gradient of a tangent at a point on the graph of a function to describe and measure instantaneous rate of change of the function, including consideration of where the rate of change is positive, negative, or zero, and the relationship of the gradient function to features of the graph of the original function

Statistics and Probability

- random experiments, sample spaces, outcomes, elementary and compound events
- simulation using simple random generators such as

MATHEMATICS PATHWAYS 2019 - 2020



coins, dice, spinners and pseudo-random generators

- using technology, and the display and interpretation of results, including informal consideration of proportions in samples
- probability of elementary and compound events and their representation as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams
- the addition rule for probabilities and the relation that for mutually exclusive events
- conditional probability in terms of reduced sample space
- the law of total probability for two events
- the relations that for pairwise independent events

Level 2, 3 and 4

Number and Algebra

- real numbers
- money and financial mathematics
- patterns and algebra
- linear and non-linear relationships

Measurement and Geometry

- using units of measurement
- geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability

- chance
- data representation and interpretation

SCIENCE

The Year 10 Science course is designed to provide all students with a level of understanding of Science as it affects our lives in modern society. At the same time it guides students to make informed decisions about science subject selection for Years 11 and 12.

In 2020 we will be offering the following science units. Students will be asked to select their preferences from the units offered and will study two units per semester.

PREREQUISITE UNITS

- Cells and Life is a prerequisite for Units 3 & 4 Biology
- Chemical Bonding and Reactions is a prerequisite for Units 1 & 2 Chemistry
- Bodies in Motion is highly recommended as an introduction to Year 11 Physics

Students who have not studied these units may need to do some additional work prior to their Year 11 studies.

AREAS OF STUDY

Cells and Life

This is a prerequisite for Units 3 & 4 Biology

Students will look at cell structures and their functions in multicellular organisms. The life of a cell will be investigated by studying the different phases of the Cell Cycle. Students will gain a basic understanding of the structure and function of DNA. This knowledge will be used to investigate the techniques involved in many biological technologies including genetically modified foods and DNA fingerprinting. In addition the bioethics surrounding biotechnology will also be considered.

Genetics and Evolution

Why do people from the same family look alike? How do we inherit from our parents? Why do some species continue to exist and evolve to environmental change whereas others do not? In this unit, students will look at the role of chromosomes and genes in controlling the appearance of organisms. The patterns of inheritance of characteristics over generations will be modelled using Mendelian genetics. The importance of genetic variation in characteristics will be studied in the process of natural selection and survival of the species – Darwin's Theory of Evolution.

Health and Disease

What is a disease? Are all diseases infectious? How can I stay healthy? Why do I receive vaccinations throughout my lifetime? In this unit, the concept of 'being healthy' is introduced and the requirements for good health are discussed. Students will also investigate the different types of pathogens that can cause disease and how antibiotics, antiseptics and vaccinations can play a role in combatting and preventing the spread and incidence of disease. Additionally, students will learn about some of the various non-infectious disorders that effect our population.

Bodies in Motion

This unit is highly recommended for students considering Physics in Year 11.

How can we describe and predict the motion of objects using the laws of Physics?

In this unit, students will study all aspects motion in one dimension with a focus on Newtonian classical mechanics. There will be a distinct focus on developing practical skills involving the collection and analysis of data. Using a range of scientific principles and techniques, students will develop skills in predicting and describing the motion of objects with respect to the laws of Physics.

Energy in Action

This is a hands-on, inquiry-based unit which allows students an opportunity to complete a series of directed and guided student-designed investigations to explore the key ideas of global warming, energy transformations, transfers, conservation, efficiency and resources. Students also conduct experiments to study batteries, electrical power, wind turbines and solar cells. The practical investigations in this unit enable students to further develop their skills in critical and creative thinking and allows for collaborative team work, decision-making, designing, building and testing a wind turbine as part of their final project. (The unit is based on the STELR core curriculum).

Chemical Bonding and Reactions

This is a prerequisite for Units 1 & 2 Chemistry

In this unit the three main types of bonding: ionic, metallic and covalent, will be investigated. Ionic bonding concepts covered in Year 9 will be extended and students will be introduced to metallic bonding and the structure and properties of metals. Students are introduced to covalent bonding through the study of carbon and organic compounds. The chemical structure and properties of hydrocarbons are investigated. In this unit students will learn how to write and balance chemical equations relating to everyday reactions - burning fuels, reactions of acids, photosynthesis and respiration. Students will be required to classify chemical reactions based on general reaction types.

Food Chemistry

This unit will benefit students who are considering Biology 3 and 4 and/or Chemistry at VCE level. Which has more energy per gram – carbohydrates, proteins or fats? Why does chocolate give you an energy burst compared to the more sustained energy release of complex carbohydrates? Why does a cooked egg bear no resemblance to a raw egg? What is in food such as mayonnaise that stops it from separating? Why do we squeeze lemon juice over a banana to stop it from browning? In this unit, students will study the chemical structure, function and digestion of carbohydrates, proteins and lipids. Energy levels of different types of food will be investigated as well as different food additives and why we add them.

Criminal Psychology

This unit provides an introduction to Psychology, which is the study of thoughts, feelings and behaviour. The unit will focus on the factors that contribute to criminal behaviour such as genetic and environmental factors. The examination of criminal case studies provides the opportunity to focus on the development of personality and psychoanalytic theories and examine the work of criminal psychologists. The unit will also include an examination of forensic psychology and the role of eyewitness testimony, the science behind criminal profiling and the role of a forensic psychologist in the courtroom.

Applications of Psychology

What do psychologists do? Who can they help? How can they help? In this course you will investigate the varied roles of psychologists and you will look at specific areas of specialisation with Psychology. This unit will look at how psychologists conduct research including the responsibilities of the psychologist and ethical considerations. We will look at the specialist fields of Sports Psychology and Clinical Psychology in detail as well as investigating specific disorders such as phobias and look at why they develop and how to overcome them.

Sports Science

HIGHER, FASTER, STRONGER! How do muscles move? How does the body move efficiently? What role does oxygen play in producing energy? How has technology improved performance?

These questions and more are answered in this elective.

In this unit, students will gain a deeper knowledge of the body systems including skeletal, muscular, cardiorespiratory as well as energy systems and look at how these systems work together to produce efficient sporting movements. Students will investigate fitness training principles and how they relate to improve sporting performance.

ASSESSMENT

Assessment will be based on a number of different tasks and a Semester based examination.

PERSONAL DEVELOPMENT

The theme for Personal Development in Year 10 is 'Self in the World'.

The course acknowledges that at this stage of their development, young people are becoming more independent and preparing to find their own way in the world by making their own choices and acknowledging the consequences of these choices. Students will be given opportunities to discuss issues related to making well-informed decisions about their life, accepting personal differences and managing healthy school, family and personal relationships. Students also consider subject selection for Year 11 and investigate future career opportunities.

AREAS OF STUDY

- Cyber Safety
- Harm minimisation, safe and protective behaviour - sexual health, self-defence, drugs and alcohol choices, mental health, nutrition, recreation and relaxation
- Emotional literacy and personality
- Respectful relationships
- Career assessment and counselling
- VCE subject selection
- Mindfulness

ASSESSMENT

Is based on participation in class discussions, practical activities and effective journal keeping.

PHYSICAL EDUCATION

The Year 10 Physical Education program continues to involve students participating in a range of physical activities, sports and recreational pursuits. It aims to stimulate an awareness of one's own physical fitness and simultaneously develop an interest and appreciation of activity and its recreational aspects for the future.

AREAS OF STUDY

Students participate in a range of units including:

- Australian Rules football
- Thunderhoc
- Self defence
- Dance
- Soccer
- Netball

A number of these units are presented in a SEPEP approach (Sport Education in Physical Education Program) where the students take on leadership roles of assisting their peers with skills, team tactics, coaching and umpiring. This approach leads into a coaching unit where they coach students at Turner House and achieve an online 'Community Coaching Principles' Certificate.

Aquatics is also a key component of the Year 10 Program and students participate in practical Swim Fit classes including water aerobics.

ASSESSMENT

Is based on class participation, effort and practical assignments.

Year 10 Elective Curriculum

APPLIED DIGITAL TECHNOLOGIES

A newly formed semester-based elective that will enable students to develop appropriate 21st century skill sets in the learning area of Information Technology.

AREAS OF STUDY

Applied Digital Technologies will equip students with technology skills in the form of spreadsheets, web development programming and augmented reality. Students will apply skills in critical thinking, creativity, collaboration, communication and information and technological literacy.

ASSESSMENT

Students will be assessed throughout the semester through classwork, observation and real-world project-based tasks that will require the application and knowledge and the skills developed throughout the semester.

BE YOUR OWN BOSS

This subject introduces students to the reality of being a small business entrepreneur. In order to complete the subject each student group will be given \$20 of 'seed' capital to create their choice of business 'start-up'. This course is based on a program developed by the Foundation of Young Australians (FYA) and is modified to suit the needs of Firkbank students. To provide an overview of the \$20 'Be Your Own Boss' program please view the following YouTube clip. <https://youtu.be/MoAsHPnNI5U>

AREAS OF STUDY

The 'Be Your Own Boss' course is focussed on a practical-based learning model and grounded in a realistic context. This will be valuable in preparing students for the transition to the world of work. As we know, the world of work is changing and in the future there will be a greater need for young people to be able to navigate more complex careers and become job creators, not just job seekers. The aim of the 'Be Your Own Boss' course is to start them thinking about the different ways their future work situation could evolve.

Through participating in this course, the students should develop enterprising behaviours and capabilities such as innovation, creativity, initiative and the ability to work in teams. These desirable attributes are transferable to all aspects of life and in particular to their future working life. This approach to learning allows students to take more responsibility and be active rather than passive learners.

This subject will be an excellent introduction for students who may be interested in completing Business Management Units 1 – 4 in years 11 and 12. Students will cover a wide variety of theory based topics providing them with the knowhow to commence their 'start-up' which should operate for approximately one month of the course.

ASSESSMENT

Satisfactory performance in this subject will be based on a variety of tasks, including a test, interview, oral presentation/business evaluation.

DANCE

VCE UNITS 1 & 2

Immerse yourself in the exciting physical and conceptual possibilities Dance has to offer. Dance is the language of movement and is a powerful tool that develops student's physical awareness and understanding of the body as an instrument of expression. We can't underestimate the value of being able to express ourselves through our bodies. Throughout the program students develop a kinaesthetic awareness by composing dance creations. Students develop a confidence and understanding of themselves as movers. VCE Dance Units 1 and 2 is offered as a full year subject. There are components of both practical and theoretical learning.

AREAS OF STUDY

UNIT 1

In this unit students explore the potential of the body as an instrument of expression in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement from different cultures, traditions and styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training.

UNIT 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo dance work – choreographing, rehearsing and preparing for performance. Students may also study material such as dance from other cultures, music theatre, the work of tap, jazz, ballet and modern dance. Students make links between the theoretical and practical aspects of dance across the areas of study and analyse how their own and other choreographers' intentions are communicated, through the ways movement has been manipulated and structured.

ASSESSMENT

UNIT 1 OUTCOMES

1. Written reflection and analysis of other choreographic dance works and discuss influences on their own dance making

2. Choreograph and perform an original duo and group work
3. Perform a learnt group work
4. Demonstrate safe dance practice and describe the physiology of the body

UNIT 2 OUTCOMES

1. A written analysis of the elements of movement within selected dance styles and work
2. Choreograph and perform an original solo work
3. Perform a learnt solo work and report on the process from rehearsal to performance

DIGITAL MEDIA - INDUSTRY PRACTICE

Students who successfully complete this unit will be eligible to study Unit 1 and 2 Media Studies in Year 11.

This subject introduces students to film analysis, script writing, use of high definition digital video cameras, video production and editing, and investigates the world of digital photography. The subject is suited to students who prefer to be self-directed in their work and who enjoy working without textbooks to develop their own creative ideas. As part of a team, they will complete a video production of their choice.

The course will look to provide the opportunity to develop skills such as photography and photo manipulation, storyboarding, concept development, filming and editing methods and advertising design. Students will work in groups to organise a community-based project to use media in a positive way. Students will learn how to "think outside the box" and develop critical thinking skills as they create work that will be used in a gallery. They will experiment with video, photography and soundscapes to create a genre-based video production.

Their completed video, edited using Adobe Premiere Pro and After Effects software, will be complemented by the practical use of industry standard equipment. Students will also be given the opportunity to express ideas and problem solve to create media content in the classroom.

The course aims to give students the chance to:

- develop and extend critical and creative thinking skills
- further develop independent planning and organising techniques
- be introduced to film terms and their meanings.
- understand the requirements of producing and preparing photo images

- become proficient and master the use of film making equipment and editing software
- storyboard, pre-produce, direct, record and edit their own video projects using digital SLR and video cameras
- replicate working in the screen and media industries
- experiment with Garage Band to create loops and music scores to enhance film moments
- work co-operatively in groups modelling the structure of film crews

ASSESSMENT

Is based on participation in classroom activities, proficiency with all equipment and software used, satisfactory completion of a major video project task and a theory based exam.

DRAMA

A step-up from Year 9 elective (not a pre-requisite), this course offers opportunities to the following students:

- Those who love performing and learning through Arts experiences
- Those who are considering studying a performance subject at VCE level

At the end of this semester-long subject, students will be well informed about:

- whether they wish to carry on into VCE

AREAS OF STUDY

- Theatre Making
- Interpreting scripts
- Directing
- Designing
- Performing
- Theatrical Styles

At Year 10 students have the opportunity to:

- Devise and collaborate to create original work
- Direct scenes
- Design scenes across various stagecraft - sound, costume, set
- Act in scenes
- Study conventions of various, contrasting theatrical styles

The Theatrical styles covered in Year 10 are:

- Non-naturalistic
- Eclectic
- Naturalistic
- Elizabethan

PROFESSIONAL THEATRE VISIT

An integral aspect of the course, to see some Theatre in Melbourne that will open the students' eyes to different styles and experiences they may or may not have previously had. Any theatre is valuable to build the understanding of how diverse a world it is, and what it has to offer our society. Students will begin to develop their observations into the ability to analyse the theatre they have shared.

ASSESSMENT

Process driven, with focus on the student's on-going level of engagement, their openness to respond to the challenges that present along the way.

PERFORMANCE AND WRITTEN EXAMINATIONS

Weighted in favour of the performance exam, this year students are introduced to the theoretical aspects of theatre-making and performing. Analysis, evaluation and conventions of different theatrical styles will be studied throughout the semester, so the students are well equipped to apply their skills in an exam context.

Performance Exam

Possibly with another student or a solo but will always be:

- a directorial and acting task where the student/s must interpret and perform, demonstrating their knowledge of the conventions of the specific style and the development of their expressive and performance skills

Written Exam

Closely linked to the performance and practical work conducted throughout the semester, the student will be tested on:

- the development of their language and terminology that will allow them to analyse performance – their own and other peoples
- their growing understanding of the various stagecrafts and theatrical conventions that are the basis of theatre-making

ENGLISH AS AN ADDITIONAL LANGUAGE SUPPORT

Students whose first language is not English may choose EAL support classes as part of their Elective Studies. English as an Additional Language support classes provide the opportunity for students to improve their general language proficiency and thus develop the skills and confidence to participate in mainstream classes. The small classes provide students with a supportive environment where they can feel secure in asking questions and using language actively.

AREAS OF STUDY

Students are involved in language activities that expand vocabulary, enhance listening and reading comprehension, improve grammatical accuracy, and develop better understanding of tasks and academic expectations. EAL support classes provide detailed clarification of texts studied in English classes and strategies to develop essay writing skills. Time is also allocated to support the content and texts studied in mainstream subject areas.

ENGLISH LANGUAGE STUDIES

By recommendation of the Department of Differentiated Learning

Students who have been identified and assessed as having specific learning needs are able to choose the subject, English Language Studies as part of the elective program. The ELS program caters as much as possible for the individual learning style of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self-esteem so that they are more able to participate in mainstream class discussions and activities.

AREAS OF STUDY

The ELS course provides detailed study of the set English texts and strategies to develop essay writing skills. The course also supports students with the language demands of their other subjects and gives them the opportunity to have a better understanding of the vocabulary involved in instructions, written tasks and tests. Specific assistance is given to prepare students for the experience of examinations.

ETHICS VCE UNIT 2

VCE Unit 2 Ethics is a one-semester subject that investigates what the word Ethics means, and its application to human decisions. How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition?

Ethics is a discussion-based subject concerned with discovering the perspectives that guide practical moral judgement. Students will research and explore contemporary ethical issues such as same sex marriage, organ donation, capital punishment, etc, watch selected film clips as discussion-generators, and look at various methods of decision making while exploring issues in societies where multiple views exist.

AREAS OF STUDY

1. Ethical decision making and moral judgement

Introduces the nature of ethics and moral decision-making in a society with many diverse views. Students explore concepts that underpin ethical decision-making and influences on practical moral judgement.

2. Religion and Ethics

Examines selected ethical issues and the moral values upheld by two religious traditions, analysing how these values are expressed and their relevance. A few examples of ethical issues covered are adoption, abortion, surrogacy, euthanasia.

3. Ethical issues in society

Examines ethical debates surrounding two or more contemporary issues. Issues analysed may include marriage equality, organ donations, prisons, refugees, transgenderism, etc.

ASSESSMENT

1. Written reflection on an ethical issue chosen by the student
2. Team debate on a selected ethical issue
3. Film analysis of a contemporary ethical issue

Class tasks may include:

- research and short presentation of an issue of the student's choice
- short reflections on given issues
- participation in class discussions

NB. There is no examination for the VCE Unit 2 Ethics subject

FOOD STUDIES

Students will be given the opportunity to investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They will plan, implement and critique strategies to enhance their health, safety and wellbeing.

AREAS OF STUDY

Students will critique behaviours and contextual factors that influence their health and wellbeing. The students will apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication, they will work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions then evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

ASSESSMENT

Is based upon class work, assessment tasks and practical work throughout the semester.

GEOGRAPHY

There are two units of study in the Year 10 Geography Elective: 'Geographies of Human Wellbeing' and 'Environmental Change and Management'.

AREAS OF STUDY

1. Geographies of Human Wellbeing

This area of study focuses on investigating global, national and local differences in human wellbeing between places. There are different concepts and measures of human wellbeing. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives: the role of gender, increasing poverty, and general inequality. Students explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, China and across the world as appropriate.

2. Environmental Change and Management.

This area of study focuses on investigating environmental geography through an in-depth study of coastal environments. The coastal environment was/is important to Australian indigenous people and was the site for major cities following white settlement. Yet, human interactions with the coastal environment has posed major challenges to its sustainability. For example, the issue of marine debris shows how human activity can negatively affect this fragile environment. Investigation will allow students to understand the causes and consequences of the change and use geographical concepts and methods to evaluate and select strategies to manage the problems.

ASSESSMENT

A range of tasks include a data analysis task, fieldwork report, Research project and the Semester Examination.

GLOBAL POLITICS

VCE UNIT 2

This unit is strongly recommended for students who wish to undertake Units 3 and 4 Global Politics in Year 11 or 12. It will also appeal to those students interested in learning about world affairs and issues.

This semester length course examines current global scale issues such as terrorism, refugees, human rights, and effects of globalisation. These issues will be addressed by investigating international responses from both governments and non-government organisations. The role and effectiveness of the United Nations in promoting peace, security and human rights will also be examined.

AREAS OF STUDY

During the course students will develop an understanding of the causes and effects of these issues and the factors that influence responses to them by the international community. A key element of this will be assessing the effectiveness of international co-operation. Students will also consider the impact of a globalised world on their own lives and whether or not individuals have responsibilities as 'global citizens'.

1. Terrorism

Case study of September 11 attacks

2. Refugees

Australia's responses

3. Human rights

Sex slave trade case study

4. Globalisation

Positive and negative impacts

ASSESSMENT

As a VCE unit a Satisfactory grade (S) requires passing all set assignments. These will include reports, case studies and analytical tasks completed in class. There is also an examination for school-based assessment only.

HISTORY

The Cold War 1945-1990:

From Stalin to Kim Jong-Un

This course involves the study of the Cold War between 1945 and 1990.

AREAS OF STUDY

Students will investigate the causes of this fascinating period of international tension and confrontation that brought the two world superpowers that emerged from World War Two, the USA and the Soviet Union, to the brink of nuclear war. This course will also focus on features of the Cold War such as the 'Space Race' and Cold War espionage, events such as the rise and fall of the Berlin Wall and the Cuban Missile Crisis, Cold War conflict in Korea and Vietnam and the rise of Communist dictatorships in the Soviet Union, China and North Korea.

ASSESSMENT

There will be a strong emphasis on VCE skills to help students prepare for the study of History in Years 11 and Year 12. Students' historical understanding and skills will be assessed in a variety of ways, through analysis of visual and written texts, research assignments, tests and semester examinations.

LEGAL STUDIES

This subject aims to enable students to develop an understanding and interest in the operation of the legal system and to develop an awareness of their legal and political rights and responsibilities in the world in which they live. Students will also gain an understanding of how individuals and groups can participate as active and informed citizens in the community.

AREAS OF STUDY

The students will focus on learning about the Victorian legal system which should also provide them with an overall broad understanding of the operation of the Australian legal system. While participating in this subject the students will have the opportunity to visit the Melbourne Magistrates' Court to observe the legal system in operation. This subject gives students a 'taster' for the possibility of pursuing future studies in the law and can provide a seamless path into either 1 and 2 Legal Studies in Year 11 or 3 and 4 Legal Studies in Year 12. If further studies in the law are not pursued the subject can be regarded as a valuable opportunity for students to learn about their future roles and responsibilities as citizens in the Australian community.

In undertaking this course of study students will have the opportunity to develop their generic learning skills such as communicating effectively, thinking critically and developing teamwork skills.

Key areas of focus in this subject include:

- What are laws? Who makes them? How can they be changed?
- Types of laws in Australia, including criminal and civil law
- Police powers and the rights of young people.
- Features and principles of the Victorian court system, with a particular focus on the Magistrates' Court and the Children's Court
- Young people and crime
- Turning 18 – voting and/or jury duty

ASSESSMENT

Is based on tests, assignments and an end of semester examination.

LITERATURE

The focus of the Year 10 Literature course is on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. The course is designed to provide students with an introduction to the skills required in VCE English and Literature.

AREAS OF STUDY

The study will include a wide range of texts from past to contemporary and from different social and cultural contexts. The study of these texts will encourage independent and critical thinking.

The course is designed to enable students to:

- develop and share their enjoyment of literature through reading widely and engaging in online discussion
- gain an understanding of how texts are created
- read closely and engage in detailed critical analysis of key literary features
- develop interpretive skills
- reflect on their interpretations and evaluate others' interpretations
- develop the capacity to write confident analytical responses to text

DELIVERY of this course will be online. Students will be required to work both independently and collaboratively in a networked environment. This will involve using a variety of web-based tools to communicate with the teacher and other students.

ASSESSMENT

Will be based upon the student's performance in a variety of reading, writing, listening, speaking tasks. This will include an end-of-semester examination based upon the VCE model.

LANGUAGES

Students must select their language in both semesters

The study of languages contributes to a balanced general education as well as to the personal development of the individual. It assists in communication with and understanding of other peoples and their cultures, strengthening international bonds in many ways. Every year Languages week is held in August.

FRENCH

The Year 10 French course aims to extend both the grammatical and thematic foundations laid in previous years in preparation for the VCE. Students will be encouraged to increase the sophistication of their oral and written work by incorporating a variety of structures covered in class. These will include the use of pronouns, irregular verbs, reflexive verbs, the future and imperfect tenses, the imperative and idiomatic expressions.

AREAS OF STUDY

A more VCE style textbook is introduced and covers the topics of high school, daily life in France, Morocco and la Francophonie and social life. These themes provide background for the nine sub-topics, which need to be covered in the VCE. Role-plays, more formal oral interviews and poetry recitations will help students develop their speaking skills. Self-study CDs, which accompany our textbook and supplementary reading materials may be borrowed to extend comprehension skills. Students will participate in the Assessment Language Competency run by the Australian Council of Educational Research and they will have the opportunity to go to a French restaurant in the city of Melbourne to taste typical French cuisine.

ASSESSMENT

Is based on class work as well as regular oral, aural and written tests and end of semester examinations.

GERMAN

The Year 10 German course aims to extend both the grammatical and thematic foundations laid in previous years in preparation for the VCE. Students will be encouraged to increase the sophistication of their written work by incorporating a variety of structures as covered in class. These will include use of the cases, conjunctions, more complex word order, different tenses and adjective endings.

AREAS OF STUDY

Topics covered will include describing the differences between the Australian and German school systems, holidays, saying where places are located, transport, nature, the environment, youth culture and jobs. These themes provide background for the nine sub-topics which are covered in the VCE. Role-plays, more formal oral interviews and poetry recitations will help students develop their speaking skills. In addition, girls will be challenged to use German as much as possible in the classroom. Listening material, which accompanies our textbook, is available and supplementary reading materials may be borrowed to extend comprehension skills.

Students will attend the German Day Out in July. This forum promotes the advantages and opportunities learning German can bring. They will also attend a German film screened as part of the Melbourne International Film Festival

ASSESSMENT

Is based on class work as well as regular oral, aural and written tests and end of semester examinations.

Tours and Cultural Exchange

Students are given opportunities to enrich their study of these languages and develop their appreciation of the cultures of these countries on School Tours and individual overseas exchange visits which are supported by the School.

CHINESE FIRST LANGUAGE VCE UNITS 1 & 2

The aims of the study design are to develop the students ability:

- to use Chinese to communicate with others
- understanding and appreciation of their own and other cultures
- understanding of language as a system
- potential to apply Chinese to work, further study, training or leisure

AREAS OF STUDY UNITS 1 & 2

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issue

UNIT 1 OUTCOMES

1. Establish and maintain a spoken or written exchange related to an issue of interest or concern (discussion or personal letter/fax/email).
2. Listen to, read and reorganise information and ideas from spoken and written texts (listen to a spoken text and extract and use information and ideas in a different text type and read a written text and extract and use information and ideas in a different text type).
3. Produce a personal response to a fictional text (oral presentation or review or article).

UNIT 2 OUTCOMES

1. Participate in a spoken or written exchange focusing on the resolution of an issue (formal letter, or fax, or email or role-play).
2. Listen to, read, and extract and compare information and ideas from spoken and written texts (listen to two or more spoken texts and compare information and ideas obtained in a given format in Chinese and read two or more written texts and compare information and ideas obtained in a given format in Chinese).
3. Produce an imaginative piece in spoken or written form (journal entry or spoken personal account or short story).

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

CHINESE SECOND LANGUAGE

All learners will benefit from having access to Chinese language and as a consequence, access to Chinese cultures and perspectives. Students will develop skills of listening, speaking, reading, viewing, writing and the use of body language, visual cues and signs. The intercultural knowledge and language awareness dimension develops students' knowledge of connections between language and culture, and how culture is embedded throughout the communication system. The understandings are universal and are gained by comparing languages, including English.

AREAS OF STUDY

Students will continue to develop further their listening, speaking, reading and writing skills, which have begun from their study prior to Year 10, and prepare for the entry of VCE Chinese Second Language.

The Chinese culture introduction will be integrated into the language teaching.

Everyday topics including shopping, leisure and celebrations etc. will be introduced through a variety of media, including online digital textbook with sounds, workbooks for reading and writing exercises, past VCE exam papers for the preparations of VCE.

ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks, as well as the final exam at the end of the each semester.

CHINESE SECOND LANGUAGE ADVANCED VCE UNITS 1 & 2

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Chinese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

AREA OF STUDY

- The individual
- The Chinese-speaking communities
- The world around us

ASSESSMENTS

Is based on VCE Units 1 and 2 requirements of this study. There are three outcomes on each Unit, including Listening, Speaking, Reading, Writing and Viewing. There will be oral and written examination at the end of semester.

MUSIC

This course aims to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with Music and Music making.

Students undertaking this course are strongly encouraged to be engaged in weekly instrument music lessons (including voice) as the course is a practical performance based subject.

The students are assessed on their technical skill as a performer and will have the opportunity to develop their performance skills in a concentrated environment. Students will participate in regular master classes, where they can workshop their performance in a safe and supportive environment. Student will also build on their understanding of musicianship (theory and aural), and their ability to perform in front of an audience. Students will create, analyse and evaluate a wide range of musical styles.

AREAS OF STUDY

- Performance (solo and group)
- Preparing for Performance
- Music Language (theory, aural, and interpretation)
- Organisation of Sound (composition)

ASSESSMENT

Is based on group and solo performances, musicianship tasks, assignment work, composition projects and an end of semester examination.

VISUAL ARTS ART

In this study students will experiment with a variety of materials and media in their exploration of other artists' work. The unit will culminate in a canvas painting.

AREAS OF STUDY

They will explore the theme of portraiture and the Archibald Prize in painting. They will gain experience in working with acrylic paint, pastels and watercolour. Using their choice of subject, students will produce an acrylic painting.

Students will create artworks from observation, including portraiture, using a variety of materials such as charcoal, inks, pencil and mixed media.

Students will have the opportunity to extend skills choosing to explore processes such as printmaking, mixed media techniques, digital printing, monoprinting and relief printing.

Students wishing to study Art/Studio Arts at VCE level are encouraged to select this study.

ASSESSMENT

Assessment is based on a range of minor and major practical tasks that form a portfolio and accompanying final works. These demonstrate the student's skills and knowledge acquired over the semester. The theoretical component of this subject is assessed through a range of analytical and research tasks and an end of unit examination.

CERAMICS

Students will explore this medium in far more detail than in earlier years. With greater emphasis on sculpture, students will grapple with more complex design and construction techniques through challenging projects such as teapots, conceptual and figurative sculpture.

AREAS OF STUDY

Students will look at the role ceramics has played through history which will enable them to have a greater understanding of its relevance today.

In the exploration of functional ceramics and three dimensional sculpture, students are encouraged to think conceptually and apply problem solving techniques to their designs and construction.

Throughout the year, students will gain skills that will give them a firm grounding for Art and Studio Arts in VCE.

ASSESSMENT

Assessment is based on design and major practical tasks demonstrating the acquisition of knowledge and skills throughout the semester. The theoretical component of this subject is assessed through analytical and research tasks.

VISUAL COMMUNICATION & DESIGN

This unit explores a range of creative and traditional methods and media used to communicate information and ideas visually.

AREAS OF STUDY

Students will investigate two areas of visual communication:

1. Architectural drawing and design

Students will design the interior and exterior layout and appearance of a small structure. They will learn architectural conventions and drawing techniques and apply these in the production of 2D and 3D drawings and the construction of a scale model.

An investigation of architecture in the Brighton area will provide the basis for the study of the history of Australian architecture.

2. Product design and promotional graphics

By acting as designers, students will examine professional practice in the commercial world.

They will explore a variety of drawing techniques, design a product for a specific audience in a response to a brief and learn to present their ideas to a client.

In developing ideas for a poster, brochure or advertisement to communicate persuasively in the marketplace, students will research promotional design strategies, including the application of the design elements and principles. They will use both traditional media and digital technology to produce final presentations.

ASSESSMENT

Assessment is based on a range of minor and major practical tasks that form a design portfolio and accompanying final design tasks. These demonstrate the students skills and knowledge acquired over the semester. The theoretical component of this subject is assessed through a range of analytical and research tasks and an end of unit examination.