

2022

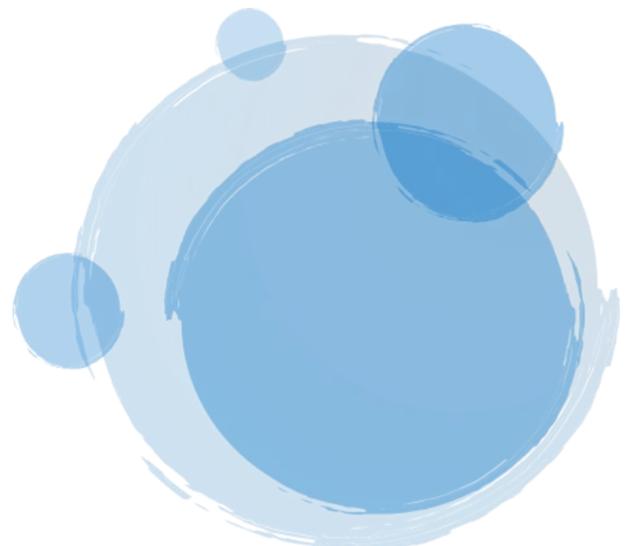
Year 10

Curriculum Handbook

courage & work



mentone girls'
secondary college



July 2021

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Course selection guides

Acceleration (VCE and VET) Studies

Year 10 students are offered the opportunity to undertake one acceleration study from the range of VCE and VET studies offered. This would take up two of their elective options.

For some students, Acceleration is an opportunity to study subjects in Units 1 & 2 that would not normally fit into their two year VCE or to have an industry-related experience whilst still attending school, in the form of a VET study.

Enabling year 10 students to do a VCE subject means that they can complete that Unit 3 & 4 subject in year 11, thus experiencing the rigour and challenge of VCE in one subject. Many of these subjects will be combined year level classes with year 10s and 11s thus decisions on academic and social readiness will be taken for the best common learning and organisational outcome. Year 11 will be given priority in classes where numbers are limited.

Students who would like to accelerate in a second Unit 1 & 2 subject will be considered on a case by case basis. Should a second acceleration be approved there is no guarantee the student will be allowed to accelerate in the two Unit 3 & 4 subjects when they are in year 11 as Senior School policies and protocols have to be considered. The subjects offered from VCE in year 10 generally exclude subjects in English, Maths and Languages where the year 10 content is essential for strong future academic outcomes.

Undertaking an acceleration VCE study without the extra year of background in that study, and without the extra year of maturity, can be a disadvantage for some students. Consequently, it is recommended that students carefully consider which study they select as their acceleration VCE subject. Speaking with staff in the relevant Domain Area and obtaining a recommendation from a current teacher as to the suitability of choosing this acceleration study is part of the application process.

A VCE or VET study requires students to have highly developed organisational skills to manage the workload together with their Year 10 studies. Students can focus so much on the VCE study that they leave little time for other subjects. The result may be that they fail to develop the level of skill in their year 10 subjects that they will need to excel in year 11.

To be considered for a Unit 1 and 2 subject, year 9 students will need to demonstrate the following in their Year 9 semester 1 report:

- 80% average across all learning tasks, in the subject area where the student wishes to accelerate
- Being at standard or above standard across all subjects
- Good to Excellent in the work habits across most subjects
- 80% attendance

A 90% attendance requirement is required in VCE (VET). This means that students cannot receive an S (satisfactory) if they do not meet this attendance criterion. It must be noted that family holidays DO NOT fall into the “approved absence” category, and so families who intend taking their daughters out of school for a holiday will seriously put their daughter at risk of receiving an N for their VCE Accelerated study.

Participation in a year 10 Acceleration subject can be the highlight of student learning in Year 10. Students considering this option should talk it over carefully with their parents, teachers and with the Careers & Pathways coordinator or Middle School Leader. All students must ensure they complete the VCE VET Acceleration Studies Application form.

Course Structure

- Select three (3) electives per semester.
- Select electives based on interest, vocation and prerequisites for University entrance.
- Students are offered the opportunity to select a VCE/VET Acceleration Study as part of their course. This will take up two of the six (6) elective offerings for the year.
- Students selecting a LOTE and a VCE Acceleration study will have two elective offerings left for the year (one each semester).
- Students have the opportunity to select and option for Science study in Semester 2 based on their interest in the VCE Science subjects.
- Students are encouraged to select a VCE/VET Acceleration Study as part of their course.
- Year 10 Curriculum operates on two semesters.
- The structure has one cycle which corresponds to 10 days (or two weeks).
- Each period is of 75 minutes duration.

The shaded areas indicate where student choices must be made.

	Semester 1	No. of periods per cycle	Semester 2	No. of periods per cycle
Subjects taught in a fixed group CORE	English	7	English	7
	Maths	7	Maths	7
	Science	6	Science – based on choice	6
Subjects taught in a mixed elective block ELECTIVES	Elective	6	Elective	6
	Elective or Language	6	Elective or Language	6
	Elective or VCE/VET Study	6	Elective or VCE/VET Study	6
	Personal Learning	2	Personal Learning	2
	Total periods per cycle	40	Total periods per cycle	40

English

English is compulsory in year 10. There is one English elective in the area of literature.

	Strand	Unit
Core	English	Core Year 10 English
		English as an Additional Language
Elective	English	Literature

Core English

The study of English is based on the Victorian Curriculum. This unit will encourage the enjoyment of texts and analysis and a range of classic and contemporary texts and develop students' knowledge and skills in creative, expository and persuasive writing. Students will explore the ways in which texts and language are constructed to persuade students to develop the skills and confidence to present their ideas in a range of written, oral and multi-modal forms. The language analysis and critical thinking elements will be studied with a level of sophistication which builds on the skills already acquired in these areas to thoroughly prepare them for related skills in VCE English.

CONTENT

- Language: oral and written expression, multi-modal texts, language context and purpose
- Literature: novels, poetry, plays, media texts and films
- Literacy: academic vocabulary, language conventions, real life texts
- Personalised learning, study skills and metacognitive skills
- Thinking and interpretation of arguments developed through a range of opinions presented in a wide variety of formats.

ASSESSMENT

- Responses to texts, writing folio, issue response and oral communication.

English as an Additional Language

This is a compulsory study for students who have less than five years of English instruction.

The study of English as an Additional Language is based on the Victorian Curriculum. This unit will develop students' command of the English language through the study of texts. This includes being taught explicitly how to analyse a range of texts and develop students' knowledge and skills in creative, expository and persuasive writing as well as increasing their ability to improve their grammar and syntax in language. Students will explore the ways in which texts and language are constructed to persuade students to develop the skills and confidence to present their ideas in a range of written, oral and multi-modal forms. They will also study how to listen and respond to a spoken texts. These critical thinking elements will be employed to increase skills to prepare students for related skills in VCE English.

CONTENT

- Language: audio, oral and written expression, multimodal texts, language context and purpose
- Literature: novels, poetry, plays, media texts and films
- Literacy: academic vocabulary, language conventions, grammar and syntax
- Personalised learning, study skills and metacognitive skills
- Thinking and interpretation of arguments developed through a range of opinions presented in a wide variety of formats.

ASSESSMENT

A series of writing tasks and responses, grammar activities, an oral presentation and audio tests

Literature

AIM

This unit will encourage the development of a personal interpretation of experience through the close reading of a range of Literature including contemporary and classical texts. Students will be encouraged to be active authors themselves by responding creatively to texts. This course provides the skills preparation for VCE Literature.

CONTENT

Students will study a range of both contemporary and classical literature that will include: poetry, novels, and films as text, plays and short stories. They will begin to understand the differences between the genres and how this influences how we respond in writing to them.

ASSESSMENT

All major areas of the course will be examined. There will be essays in response to each text in addition to some formative assessment which measures the progress of students as they develop their critical reading of the various forms of literature. Some summative assessment measures the progress of students as they develop their critical reading of the various forms of literature.

Mathematics

This is a compulsory study at year 10.

There are three streams of Mathematics that will cater for the range of ability that students may have. They are Core Mathematics, Advanced Mathematics and VCE Foundation Mathematics. The majority of students in year 10 will study Core Mathematics.

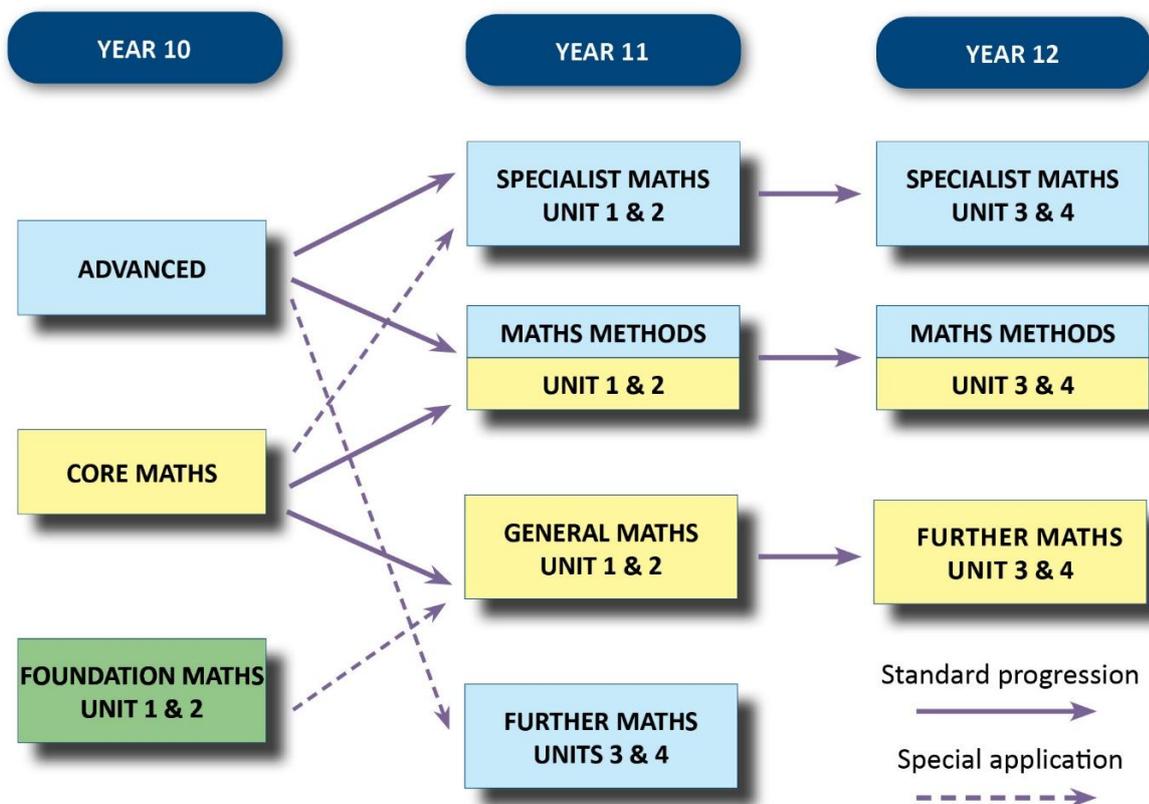
Some students will be invited by the Mathematics Domain to study Advanced Mathematics.

Other students at this level may be advised by their Year 9 Mathematics Teacher to study VCE Foundation Mathematics (Units 1 & 2).

These study options will be determined in consultation with the students and be based on students' application to their studies, their mathematics ability and their performance in year 9 Mathematics test, assignments and exams.

	Strand	Unit
Core	Mathematics	Core Math
		Advanced Maths
		Foundation Maths Unit 1 & 2

Possible Pathways for Studies in Mathematics



Core/Advanced Mathematics

While the curriculum content remains the same for both Core Mathematics and Advanced Mathematics, the Advanced Mathematics class will be expected to work more quickly through the course and allow them to explore aspects of the course in more depth. In particular there is an emphasis on those algebra skills that are required for Maths Methods and Specialist Maths in VCE.

AIM

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and work-based problems
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- Throughout the year students will use technology, including computer algebra system (CAS) calculators, to support the learning of mathematics and enhance the communication of their ideas

Dimensions Number and Algebra They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically.

Measurement and Geometry Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes.

Statistics and Probability Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media.

SPECIAL CONDITIONS

Students should retain their CAS (computer algebra system) calculator from year 9 as it will be a key resource for their year 10 and subsequent VCE maths studies.

ASSESSMENT

All students will complete CATs, topic tests, problem solving tasks, regular homework assignments and two end-of-semester exams.

ADDITIONAL

Students will be encouraged to enter/participate in external set competitions held throughout the year.

VCE Foundation Mathematics

Entry into Foundation Maths is by invitation from the school based on consideration of the students performance in year 9 Maths and in consultation with the student and their parents. The course viability is subject to sufficient students accepting the offer of a place. If this subject does not run then students will be catered for in Year 10 Mathematics.

Units 1 & 2 special conditions

Students are recommended to take this course based on their year 9 Mathematics performance. This course does not progress to any Unit 3 & 4 Mathematics course.

GENERAL INFORMATION

VCE Foundation Mathematics (Units 1 & 2) provides for the continuing development of students who need mathematical skills to support their other VCE subjects. It is not intended as a course of study for students who wish to pursue Unit 3 and 4 studies in VCE mathematics in the following year.

VCE Foundation Mathematics (Units 1 & 2) has a strong emphasis on using mathematics in practical contexts relating to everyday life. Students are encouraged to use appropriate technology in all areas of their study. Success in this course of study enables only limited choice for students intending to study VCE General Mathematics (Units 1 & 2).

The areas of study are:

- Space and Shape and Design
- Patterns in Number – Handling Data
- Measurement and Metric System

The award of satisfactory completion is based on a decision that the student has demonstrated achievement of outcomes 1, 2 and 3 as specified below: The decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

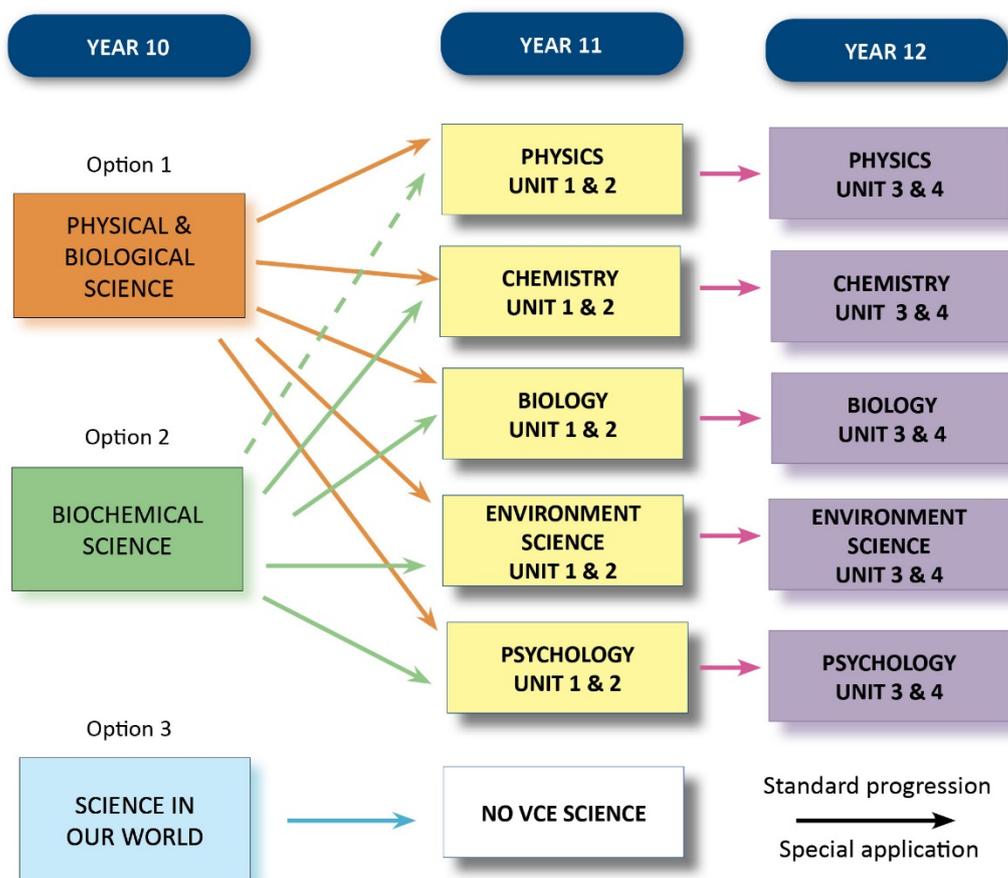
Outcome 1: Assignments, summary or review notes, tests
Outcome 2: A report on an application or use of mathematics, a presentation in oral, written, poster, or multimedia format
Outcome 3: Effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

Science

Science is a compulsory study at year 10.

	Strand	Unit
Core	Science Core Semester 1	Core Year 10 Science
Core	Science Options Semester 2 (Students complete one option)	Physical and Biological Science
		Biochemical Science
		Science in our World
Accelerated	Science	VCE Biology Unit 1 & 2
		VCE Environmental Science Unit 1 & 2
		Physics Unit 1 & 2
		VCE Psychology Unit 1 & 2

Possible pathways for studies in Science – Semester 2 options



Semester 1 - Core Science

AIM

This course is designed to provide students with a depth of science knowledge, skills and techniques to allow them to relate science to their lives and to succeed in the VCE Science Courses.

This course covers the following main areas of study:

- Research, relationships and experimental design
- Now that you have learnt it what can you do with it?
- Exploration of key concepts which are pivotal to Chemistry, Physics, Environmental Science and Biology

ASSESSMENT

Practical work, research tasks and topic tests.

Semester 2 - Core Science Options

Students complete one of the options. If students are taking a VCE Accelerated Science, they must choose option 1 or 2.

AIM

The Semester 2 Core Science options have been designed to allow students to make choices based on their plans for studying VCE Science and their areas of interest. The options are intended to better prepare students for their future engagement with Science at the VCE level and beyond.

Option 1: Physical and Biological Science

Physical Science is recommended for students who intend to take one or more of the following VCE Science subjects: Physics, Chemistry, Biology, Psychology or Environmental Science.

This option covers the following main areas of study:

- Physics
- Chemistry
- Biology
- Scientific Method – Student designed investigation

Option 2: Biochemical Science

Physical Science is recommended for students who intend to take one or more of the following VCE Science subjects: Chemistry, Biology, Psychology or Environmental Science.

This option covers the following main areas of study:

- Chemistry
- Biology
- Scientific Method – Student designed investigation

Option 3: Science in Our World

Recommended for students who do not intend to take any VCE Science subjects.

This option covers the following main areas of study:

- Students will study science related to global issues such as sustainability, space and nanotechnology.
- Student designed investigation

ASSESSMENT

Practical work, student design investigation, research tasks and topic tests.

Year 10 students can elect to study Unit 1 & 2 of the following science subjects. The 2022 VCE Curriculum Handbook has full details of the area of study and content of each unit.

VCE Biology

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

VCE Environmental Science

Unit 1: How are Earth's dynamic systems interconnected to support life?

Unit 2: What affects Earth's capacity to sustain life?

VCE Physics

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

VCE Psychology

Unit 1: How are behaviour and mental processes shaped?

Unit 2: How do external factors influence behaviour and mental processes?

Arts – Visual and Performing

The arts include the strands of art, dance, drama, and music

	Strand	Unit
Elective	Visual Arts	Art
		Ceramics
		Media
		Visual Communication Design
	Performing Arts	Dance Skills and Technique
		Drama Script and Performance
		Drama Stagecraft
		Music Performance
Accelerated	Visual Arts	VCE Art Unit 1 & 2
		VCE Media Unit 1 & 2
		VCE Visual Comm. Design Unit 1 & 2
	Dance	VCE Dance Unit 1 & 2
	Music Performance	VCE Music Performance Unit 1 & 2
	Theatre Studies	VCE Theatre Studies Unit 1 & 2

Art

AIM

During this unit students will develop practical skills in two-dimensional and three-dimensional art practices as well as personal and creative responses to art-related issues and concepts.

CONTENT

Students will work on a number of exercises that will extend their practical skills in painting, drawing, printing, sculpture, collage and other media. They will develop knowledge in a range of methods, experimenting with a variety of techniques. Throughout the course students will learn to select elements and construct images through trialling and refining design ideas. Extension activities will be provided as required. Students will also learn about art works and styles through discussion, writing and analysis.

ASSESSMENT

A folio of practical work, visual diary, research assignments, self-evaluations, class notes and class discussions.

Media

AIM

- To develop creative and technical skills to produce work in Media.
- To develop reflective analysis and appreciation of media and society.
- To develop awareness of the relationship between the media and audiences.
- To develop individual/group problem solving skills.

CONTENT

This course will focus on further enhancing student skills using media equipment and technologies such as Adobe, Photoshop, Lightroom, Premiere Pro and Final Cut. Students will be given opportunities to explore a variety of different media forms, including digital photography and video production techniques. Students also analyse films for meaning and audience engagement. This course is excellent preparation for students considering studying Units 1 & 2 Media at VCE level and/or students interested in careers in photography, journalism, filmmaking and advertising.

ASSESSMENT

A folio of practical work, and a workbook detailing ideas, research and analytical notes.

Ceramics

AIM

The focus of this unit is on the development of creative design skills and on interpreting these using a variety of hand-building, decorative colouring and glazing techniques.

CONTENT

The course will focus on the principles of creative design and the extension of practical skills. Students will use basic coil and slab hand-building methods and decorative, glazing and firing techniques. They will produce a number of colourful, well-built and imaginative artworks. Students will get the opportunity to use the pottery wheels to create small vessels.

ASSESSMENT

A folio of practical work, a workbook detailing working methods and design ideas, a research assignment and class notes

Visual Communication Design

AIM

The unit of study focuses on the Design Process. Students will undertake tasks that are reflective of real-life design problems and in doing so, come to appreciate the role of designers within our community. They will gain insight into the power of visual communication through regular analysis of contemporary graphic design and advertising, as well as appreciation of ethical issues faced by designers.

CONTENT

Students explore a variety of tasks using the Design Process as a framework for the development of their ideas and technical skills. They develop skills in two and three-dimensional drawing styles and improve their knowledge and appreciation of industry standard design software such as Adobe, Photoshop and Illustrator. They learn a range of thinking techniques and strategies used by designers to enrich and expand on the quality of their ideas and ability to solve design problems. Topics at this level include Design Elements and Principles, The Design Process, industrial and communication design.

ASSESSMENT

The students will be assessed on written and developmental work, as well as the final presentations produced in response to each set design task. The process of idea development and visual documentation will also be assessed.

Dance Skills & Technique

AIM

Year 10 dance involves the further development of students' technical abilities and the understanding of their bodies as an instrument of movement. Students become aware of how to use their bodies safely and correctly, concentrating on posture, core stabilisation, strength and body alignment. Previous dance experience is not necessary for this subject. Both students with extensive or little experience can successfully take part in this elective.

CONTENT

Students will be introduced to choreographic techniques, including the use of form, phrasing, the elements of movement and body actions. Students will continue to practise safe dance techniques and implement warm-ups and cool downs as part of their dance preparation. Students will choreograph both a solo and a small ensemble dance works during the semester.

- Demonstrate an awareness of the way that a range of stagecraft elements can be used to communicate dance ideas.
- Students will evaluate the performance of their own choreography and a learnt group dance.
- Research a chosen dance choreographer.

ASSESSMENT

Students will be assessed on their individual dance technique, the ability to choreograph a creative solo and small group work. Students will also complete a research assignment on a chosen dance choreographer.

Drama Script & Performance

AIM

Students will expand their understanding of the techniques involved in script interpretation by planning, developing and presenting a class performance. They will learn about different theatre styles and gain practical experience in acting methodology, directing and designing for theatre in the areas of lighting, sound, set, props, costumes and make up. An excursion to a professional performance will enable students to apply analytical skills and to demonstrate their understanding of theatre terminology.

CONTENT

Students will explore scripts from different theatre styles and attend a professional performance. The process of developing the class performance will provide each student with the opportunity to work creatively in an acting and production design role of their choice.

Students will have input into the scale and type of class performance. Some rehearsals may be held out of class time.

ASSESSMENT

Students will be assessed on their contribution to the class performance as actors and designers. They will also write an analysis of a professional performance and demonstrate their ability to use theatre terminology.

Music Performance

AIM

This unit of study is designed for students who wish to continue with music, particularly for those who are interested in performance. This unit is also designed to prepare students for entry into VCE Music Performance (group or solo).

CONTENT

Music Performance students will prepare and rehearse a solo, technical and ensemble performance program featuring a range of styles and techniques on their principal instrument. Students will continue to develop their aural skills through practical application and learn to apply basic composition and arrangement techniques using music technology.

- Performance – Students use class time to rehearse and prepare solo, group and technical programs on their principal instrument (including voice) for assessment. Students are encouraged to select music from a range of contrasting styles and focus on the development of instrumental techniques
- Aural – Continuation of melodic, harmonic, rhythmic exercises with more emphasis on practical applications, eg writing melodies, drum and chord patterns
- Music Styles – Students learn to describe the musical elements and characteristics of music from a range of styles through listening exercises. Critical judgments made on live and recorded performances
- Theory – Students further their understanding of music theory and apply this to writing intervals, chords and scales and develop a basic understanding of the practical application of harmony
- Arranging/Composing – Students use the aural and theoretical knowledge gained more extensively and leading to a folio of works both in score and on computer using Sibelius

For each cycle, there is a combination of rehearsal sessions, aural and theory lessons, analysis and music technology lessons. They will focus on performance and look at approaches to improving and enhancing both solo and group performances. Students will analyse both contemporary and traditional musical examples. Students will use Sibelius to complete their composition folio. In addition, they will have the opportunity to attend and perform at musical events in and out of school.

ASSESSMENT

Students will be assessed on their performance program, music analysis, theory and aural activities and composition folio.

Year 10 students can elect to study Unit 1 & 2 of the following visual arts and performance subjects. The 2022 VCE Curriculum Handbook has full details of the area of study and content of each unit.

VCE Art

Unit 1: Artworks, experience and meaning

Unit 2: Artworks and contemporary culture

VCE Media

Unit 1: Media forms, representations and Australian stories

Unit 2: Narrative across media forms

VCE Visual Communication Design

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication with design fields

VCE Music Performance

See VCE curriculum guide for details of study areas in Unit 1 & Unit 2

VCE Theatre Studies

Unit 1: Pre-modern theatre styles and conventions

Unit 2: Modern theatre styles and conventions

Health and Physical Education

All studies in Health & Physical Education are electives. This learning area covers Health, Physical Education and Outdoor Education.

	Strand	Unit
Elective	Physical Education	Healthy Minds, Healthy Habits
		Inside the Human Body
		Outdoor Education & Environment
		Sports Coaching
Accelerated	Health Education	VCE Health and Human Development Unit 1 & 2
	Physical Education	VCE Physical Education Unit 1 & 2

Healthy Minds, Healthy Habits

AIM

To increase awareness of students living in the 21st Century and the importance of learning how to look after themselves and each other.

CONTENT

The elective includes investigating:

- Women’s Health Issues – students research issues which affect women worldwide eg sexual exploitation, mental health issues, sexual identity; ovarian cancer
- Negative Relationships - ‘Saying no to Violence’ – one in four females suffer from abuse. This topic looks at sexual, emotional and verbal abuse. It will cover communication, assertiveness skills and community agencies
- Skin care - covers the dangers of sun exposure and also how to care for your skin
- Sexuality – developing positive relationships, STIs and contraceptives, babies and teenage mothers. It is expected that all students take care of the virtual baby for two nights/three days or over a weekend
- How to live to 100 and prevent lifestyle diseases eg obesity, diabetes type 2 and cardiovascular disease. This unit will look at the role of physical activity, nutritional value of the foods we eat, body image and life/work balance This elective will involve lots of discussion, videos, activities and guest speakers.

ASSESSMENT

There are three Common Assessment Tasks for this subject; Letter to a Friend (Baby), Baby diary, Women’s Issue presentation.

Inside the Human Body

AIM

To increase awareness of body structures and how they relate to the working body systems.

CONTENT

- Anatomy – Study of the skeletal and muscular system, joints and tendons and the use of the body as a leverage system.
- Physiology – How the circulatory and respiratory system work and the effects of exercise on the circulatory system. Physiological effects of ergogenic aids. Study of the energy systems within the body. Posture analysis.

PRACTICAL COMPONENT

- Laboratories – Practical application of the theoretical knowledge.
- There will be approximately one lesson every week involving a practical class. ASSESSMENT There are three Common Assessment Tasks in this subject; Developing a Model of a Synovial Joint, Muscular System Test, Cardiovascular System Investigation.

Outdoor Education & Environment

AIM

To increase the awareness of the outdoors and how humans and their activities impact the environment.

CONTENT

- Personal Outdoor Experiences – Study of the reasons people participate in the outdoor environment, including how technology has supported these interactions
- Sustainable environments – Study of the different types of environments across Victoria and how humans can contribute to better levels of sustainability within and across environments

PRACTICAL COMPONENT

Students will participate in a number of activities across the semester including a camp and both land and water-based activities.

ASSESSMENT

There are three different common assessment tasks – Changes in technology task, Create an outdoor environment, Measures of sustainability task. This subject is a lead into the Unit 3 & 4 Outdoor & Environmental Studies course. Please note: There will be a cost involved with this subject of around \$550.

Sport Coaching

This study area develops an understanding of how to coach a sporting team. This subject will develop the student's awareness of different coaching styles and techniques. It will incorporate the psychology of sport as well as the responsibility a coach has in terms safety and injury prevention. Students will continue to develop skills and play sports to create lifelong habits. This subject will have a large practical component. Each week the students will engage in approximately:

- Practical Session – Participation in activities including Pilates, yoga, self-defence, sessions at a local gym as well as participation in a variety of traditional sports such as netball and basketball.
- Laboratory session – These include assistant coaching of junior classes; Peer coaching; Wheelchair Sports Victoria incursion, Bayside Special Develop School and Primary School Coaching sessions
- Theory Session – as per the content below

CONTENT

Sports Coaching – Focus on a number of aspects of good coaching techniques: planning training sessions; role of a good coach, conditioning the athlete; communication; skill development; group management; sports safety. This will be applied to various subgroups (including a local Primary School and the Bayside Special Development School) and will address the issue of modifying sports for young children and those with disabilities.

Psychology – Focus on a number of aspects of mental training including arousal and relaxation, visualisation and mental rehearsal, motivation, goal setting, dealing with anxiety, developing a positive mental attitude and the psychological responses to sporting injuries. Practical Learning Experiences – These incorporate both the practical and laboratory sessions described above.

ASSESSMENT

- Practical participation in all activities
- Plan and implement a school-based coaching session
- Plan and implement a coaching session for primary school students and students with special needs
- Laboratory reports
- Semester test
- Sports injury project

Year 10 students can elect to study Unit 1 & 2 of the following Health and Physical Education subjects. The 2022 VCE Curriculum Handbook has full details of the area of study and content of each unit.

VCE Health & Human Development

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

VCE Physical Education

Unit 1: Bodies in motion

Unit 2: Physical activity, sport and society

Humanities

All Humanities subjects are offered as electives at Year 10.

The Humanities is a study of human progress. Students examine how people have organised themselves in societies over time. They consider how people interact with their physical environment as well as each other. The knowledge, skills and values that students acquire in this study enable them to participate as confident, responsible and active citizens in a democratic society.

	Strand	Unit
Electives	Humanities	Fascists & Dictators
		Gender Agenda
		Politics & Power
		Unlimited Wealth
Accelerated	Accounting	VCE Accounting Unit 1 & 2
	Business	VCE Business Management Unit 1 & 2
	History	VCE History Unit 1 & 2
	Legal Studies	VCE Legal Studies Unit 1 & 2
	Society	VCE Sociology Unit 1 & 2

Fascists & Dictators

AIM

This subject's aims are:

- To examine the causes and effects of key events throughout the Twentieth Century, such as World War Two, the Holocaust, and the Cold War, along with the regimes, ideologies and leaders that perpetuated such events
- To maximise key historical skills in preparation for future study of History

CONTENT

In Year 9, we learned about World War I – but what happened after that? How and why did the 1920s and 1930s see the rise of fascist governments, such as in Mussolini's Italy, Franco's Spain, and then Hitler's Nazi Germany? How did these dictators gain and hold on to their power? And what about Lenin, Stalin, and communism – how was communist ideology affecting the lives of people around the world?

We will consider how these dramatic power plays exploded into the deadliest global conflict to date – World War II – and why it also saw the persecution of Jewish people and other societal groups, which culminated in the Holocaust.

Following the devastation wreaked by World War Two, we will examine the global challenges faced in the aftermath, and how the continued jostling for power and influence by world leaders then led to the age of the Cold War, which brought the world to the brink of potential nuclear catastrophe.

ASSESSMENT

Assessment is by satisfactory completion of a range of tasks including film studies, topic test, oral presentation and research projects.

Gender Agenda

AIM

This subject's aims are:

- To understand how the impact of women's rights crosses time and borders
- To build on key geographic and research skills from Year 9 in preparation for VCE Humanities studies

CONTENT

Australian girls are constitutionally guaranteed the right to an education are not expected to work before the age of fifteen. Why is this not the case for millions of girls your age worldwide? How have the Suffragettes, the Feminist movement, and democracy helped you and not yet reached millions of others? Why are there so few Malalas in the world? Women's wellbeing globally is improving — but aching slowly. You'll research and map levels of female inequality, opportunity, domestic violence, attitudes to rape, arranged/child marriage, sex slavery, education in China, India, the Middle East, Africa... and also parts of mainstream and Indigenous Australia, where these issues still remain surprisingly problematic.

ASSESSMENT

Assessment is by satisfactory completion of a range of tasks including fieldwork, topic tests, research assignments and classroom presentations.

Politics & Power

AIM

This subject's aims are:

- To understand and apply fundamental political concepts
- To understand the nature of contemporary politics and power in national and global contexts

CONTENT

Communism, socialism, capitalism, democracy and dictatorships – these are all terms that we hear every day, but what do they mean? What effects do they have on people who live in societies governed by these ideologies and governmental systems? Additionally, what role, if any, does religion play in the running of a modern-day country?

This study will help us to understand all of these heavy-hitting concepts, and will also lead us to consider the role of the United Nations, as a global organisation – what does the UN do, and how successful are they, at achieving their aims of fostering peace and cooperation throughout the world? We will consider various case studies and real-life situations to help us in answering these questions, such as the South China Sea dispute; China / US / Australian political relations; the North Korean state; the rise and fall / stagnation of ISIS (and other terrorist groups); UN military intervention in Libya; civil war in Syria; and the humanitarian catastrophe that continues to this day in Yemen.

This study introduces you to political philosophy, and helps us to understand the all-pervading influence of politics throughout every corner of our world.

ASSESSMENT

Assessment is by satisfactory completion of a range of tasks including research assignments, film analyses, classroom presentations, and topic tests.

Unlimited Wealth

AIM

This subject's aims are:

- To gain an introduction as to how economic decisions play a role in all facets of life
- To maximise understanding of basic economic theory in preparation for future study in Business Management or Accounting

CONTENT

This elective introduces students to the concept of wealth creation in a society and explores how wealth is shared between people within the community. Students learn about money and how it is important to everyday life in the 21st Century, as well as some of the ways people make money, including working and investing/owning valuable assets such as properties and businesses. This elective develops students' knowledge and understanding of the nature and operation of different types of economic systems including market capitalism. It examines how prices adjust to achieve equilibrium in all markets, including food and clothing. Students explore ethical and social responsibility issues relating to markets such as: human exploitation, animal rights and damage to the environment. Sustainability is a central theme of this course. Students consider the likely future of employment and wealth creation in Australia as the impacts of rapidly advancing technologies disrupts traditional industries such as transport (Uber) and entertainment (Netflix), and how technologies augments and changes the nature of work and career opportunities in a modern economy.

ASSESSMENT

Assessment is by satisfactory completion of a range of tasks including field work, topic tests, research assignments and classroom presentations.

Year 10 students can elect to study Unit 1 & 2 of the following Humanities subjects. The 2022 VCE Curriculum Handbook has full details of the area of study and content of each unit.

VCE Accounting

Unit 1: Role of accounting in business

Unit 2: Accounting and decision-making for a trading business

VCE Business Management

Unit 1: Planning a business

Unit 2: Establishing a business

VCE History

Unit 1 & 2: Empires

VCE Legal Studies

Unit 1: Guilt and liability

Unit 2: Sanctions, remedies and rights

VCE Sociology

Unit 1: Youth and family

Unit 2: Social norms - breaking the code

Languages

Languages are offered as electives at Year 10.

Students are encouraged to continue with their chosen language in Year 10 as part of their elective studies. (Normally, when students choose French or Japanese, this choice is a year-long commitment; thus students should choose both Semester 1 and Semester 2 studies.)

	Strand	Unit
Electives	Languages	French – Semester 1 & 2
		Japanese – Semester 1 & 2

French

AIM

- To develop the ability to communicate in written and spoken French
- To encourage interest in and understanding of French culture and society

CONTENT

Based on topics and sequence in the *Allez 2* text and workbook, the course offers a lively and realistic approach to studying the language. Communicative expressions

of progressively more complexity are introduced and supported by a systematic study of the structure of the language. A wide variety of activities using the four

macro-skills gives the student the opportunity to develop her capacity to communicate on topics like housing, shopping, eating and restaurants. Developing knowledge and understanding of general and specific aspects of French culture is an integral part of the course.

Students use information and communications technology in a variety of ways to broaden and deepen their learning: word-processing, language games and quizzes, internet research, vocabulary and grammar exercises, and presentation of language and culture topics.

PREREQUISITE

Years 7, 8 and 9 French.

ASSESSMENT

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, maintenance of notebook and assignments examining aspects of French language and culture.

Japanese

AIM

- To develop the ability to communicate in written and spoken Japanese
- To encourage interest in and understanding of Japanese culture and society

CONTENT

Based on topics and sequence in the Hai! text and workbook, the course offers a lively and realistic approach to studying the language. Communicative expressions

of progressively more complexity are introduced and supported by a systematic study of the structure of the language and more complex script forms – kanji. A very good working knowledge of both kana and syllabaries is assumed. A wide variety of activities using the four

macro-skills gives the student the opportunity to develop her capacity to communicate on topics like housing, shopping, eating and restaurants. Developing knowledge and understanding of general and specific aspects of Japanese culture is an integral part of the course.

Students use information and communications technology in a variety of ways to broaden and deepen their learning: word-processing, language games and quizzes, internet research, vocabulary and grammar exercises, and presentation of language and culture topics.

PREREQUISITE

Years 7, 8 and 9 Japanese.

ASSESSMENT

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, maintenance of notebook and assignments examining aspects of Japanese language and culture.

Technology

All technology subjects are offered as electives. This learning area covers materials (textiles, food and wood) all students complete a minimum of one unit of technology in year 10.....

	Strand	Unit
Electives	Digital & Design Technology	Design It. Wear It. (Textiles & plastics)
		Design It. Work It. (Metals & wood)
		App Development & Design
		Food for Life
Accelerated	Food Studies	VCE Food Studies Unit 1 & 2
	Design Technology	VCE Product Design & Technology Unit 1 & 2

Design it. Wear it.

AIM

Using textiles and technology to take fashion design from the page to the street. This unit concentrates on developing practical skills in the manipulation of fabrics, fibres and other materials to design and construct both functional and decorative objects. Students will work on a number of projects that will extend their practical skills in fashion design and technology.

CONTENT

Students will:

- Respond to and develop their own design briefs
- Research a variety of inspiration and construction techniques
- Work with design processes to develop design ideas
- Learn garment construction, working with appropriate machines and hand techniques
- Evaluate their products, techniques and working processes
- Maintain workbooks in which they demonstrate an understanding of the design process.

ASSESSMENT

Students will be assessed on their investigation and design development, their final production pieces, and a research assignment. A folio will be assessed for the generation, development and evaluation of their work.

SPECIAL CONDITIONS

Students will be required to provide the following items to complete the course:

- Fabric and specialty materials for construction of their finished product

Design it. Work it.

AIM

Using metals and wood to take jewellery and wood from the page to the street. In this unit students have the opportunity to explore design thinking, processes and sustainability considerations to produce solutions for a design need. This unit extends the students' knowledge of equipment and processes used in the production of textile, plastic and digital technologies. The design and construction of products made using rigid, non-rigid and digital technologies will be explored through experimentation, a design folio and practical work.

CONTENT

- Experience with specialist equipment: machines, 3D printer, laser cutter, etc
- Research and design assignment
- Method and material trials with evaluations
- Design Folio: Technical drawing and production planning
- Practical work: Construction of a product

SPECIAL CONDITIONS

Students will be required to provide the following items to complete the course:

- One A4 display book and writing materials suitable to complete projects
- Fabric and specialty materials for construction of their finished product

App Development & Design

The unit of study focuses on the Design Process and Creating Digital Solutions. Students will undertake tasks that are reflective of real-life design technology problems and in doing so, come to appreciate the role of the information communication designers within our community. Students will become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students will acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

CONTENT

Students explore a variety of tasks using the Design Process as a framework for the development of their ideas and technical skills. They will develop skills in real-world problems, taking into account functional and non-functional requirements.

ASSESSMENT

The students will be assessed on written and developmental work, as well as the final presentations produced in response to each set development task. The process of idea development and visual documentation will also be assessed. Tasks will include designing and programming of apps and games.

Food for Life

AIM

This course is designed to develop and extend student skills and abilities to efficiently produce food of a high standard. Students will develop knowledge around food properties and how each ingredient contributes to the nutritional, functional and sensory properties of food. Students will then learn to analyse each food in order to create healthy food solutions. This will include critically analysing social, ethical and sustainable considerations around Food. Students will focus on how foods have evolved and changed over time. In doing this a variety of meals will be planned, prepared and presented throughout the semester.

CONTENT

The course will explore influences that affect a young person's food choices and current relevant health issues. Students will develop knowledge of the physical, nutritional, sensory and functional properties of food and apply this knowledge when using food in a practical situation. They will practise a variety of cooking techniques and how they impact food preparation and production. Students will investigate a variety of social, ethical and sustainable considerations around Food choice.

ASSESSMENT

- Design tasks
- Evaluations
- Practical work

Year 10 students can elect to study Unit 1 & 2 of the following Technology subjects. The 2022 VCE Curriculum Handbook has full details of the area of study and content of each unit.

VCE Food Studies

Unit 1: Food origins

Unit 2: Food makes

VCE Product Design & Technology

Unit 1: Sustainability redevelopment of a product

Unit 2: Collaborative design

VET Studies

Vocational education and training (VET) enables students to gain qualifications for many types of employment and specific skills that will help them in the workplace.

VCE VET studies provide students with additional learning opportunities that support later tertiary studies or employment opportunities. Students that undertake VCE VET studies gain a range of workplace and organisational experiences, and skills that will be advantageous in future study and work situations.

VET students spend half a day each week studying VET classes at an external venue.

VET studies provide students with an insight into the tertiary learning environment while gaining an industry recognised qualification. Students who apply to continue their studies in their field of choice after year 12 will have advanced standing, while those choosing to enter full-time employment after year 12 will have a qualification that sets them apart from other candidates.

Students who would like to undertake a VET study can begin it in year 10 or year 11.

- VCE VET studies are fully recognised within the Units 1 to 4 structure of the Victorian Certificate of Education (VCE) and therefore contribute towards satisfactory completion of the VCE.
- VCE VET units have equal status with other VCE studies.
- VCE VET studies contribute to the student's ATAR.

VET subjects

Certificate III in Allied Health Assistance (Partial Completion)

Certificate II in Animal Studies

Certificate II in Applied Fashion Design and Technology

Certificate III in Beauty Services

Certificate II in Dance

Certificate III in Early Childhood Education & Care (Partial Completion)

Certificate II in Engineering Studies (Fabrication or Technical Stream)

Certificate II in Equine Studies

Certificate III in Events

Certificate II in Hospitality

Certificate III in Information, Digital Media and Technology (Games Stream)

Certificate III in Laboratory Skills

Certificate III in Music Industry (Performance)

Certificate II in Sport and Recreation

Certificate III in Tourism

See the 2022 Vocation Education and Training (VET) Handbook for course information, assessment, costs and campus locations.