Year 10 Program

The Year 10 program aims to offer as much choice as possible, catering for the differing needs and ambitions of each girl. The course is comprised of seven compulsory subjects which run for the full year, including one from the Humanities 'pool'. Students then choose from a variety of electives to complete their course. Students at year 10 will also accelerate into a Units 1 & 2 VCE or VET course. Clicking on a subject name below will take you directly to that page.

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## Year 10 Core Subjects

### Year 10 Religious Education

#### Course overview
This unit focuses on strands covered in the ‘To Know Worship and Love’ curriculum. Scripture and Jesus is explored in the unit on A Synoptic Gospel where students learn to appreciate the relevance of the teachings of Jesus to the students’ lives and identify the main elements of Mark’s Gospel portrayal of Jesus. In the unit on the Reformation students learn to appreciate the relevance of the historical period called the Reformation to the life and mission of the Church today. God, Religion and Life is examined as students investigate the life of St. Francis of Assisi in detail and discover the event that led to his powerful conversion and the symbol at the centre of it. Semester two begins with an exploration of Social Justice in our world. During this unit, students learn to value their own potential to be involved in promoting justice. The FIAT project dovetails with this unit. Prayer, Liturgy and Sacraments is investigated when students study the sacrament of the Eucharist in detail and develop an appreciation of its significance in the Catholic Christian Tradition. The idea of morality is covered in the unit on Conscience and Decision Making.

#### What students should know at the end of the course
- Understand the meaning of discipleship and how it is reflected in Mark’s Gospel.
- Consider the parables and how they were a powerful tool to spread the Good news.
- Knowledge and understanding of the Reformation.
- Knowledge of how the Council of Trent responded to the Reformation.
- Understanding of St. Francis, St. Clare and the San Damiano Cross.
- The Principles of Catholic Social Justice and papal encyclicals
- What ‘Mission’ means and how it is carried out
- The significance of the Eucharist and the Mass throughout history
- The similarities and differences between the Jewish Passover and Catholic Eucharist
- The meaning of ‘conscience’ and the stages of moral development
- Catholic values on moral issues

#### What students should be able to do by the end of the course
- Identify and explain the message, key elements and audience of Mark’s Gospel.
- Define the Kingdom of God and become familiar with parables which reflect this belief.
- Explain why the Black Death was significant to the church in the Middle Ages.
- Explain how indulgences were abused by the Church.
- Reflect on how key people affected the post Reformation Catholic Church.
- Identify the symbols on the San Damiano Cross and outline their meaning.
- Apply the Principles of Catholic Social Justice to real life situations
- Identify examples of ‘mission’ in today’s society
- Reflect on their own experience of community service – FIAT
- Identify and discuss the symbols, rituals and parts of the Eucharist
- Apply Catholic values on moral issues to situations faced by teenagers

#### How these outcomes will be assessed
Students will be assessed through a variety of assessments which include fact sheets, power points, task sheets tests and student research tasks and oral and multimedia presentations. Other classroom activities will allow for different learning capabilities. Students overall knowledge of the unit will be through an examination.
Year 10 English

Course overview

Built around the three interrelated strands of Language, Literature and Literacy, the English curriculum at Year 10 integrates all three strands into all teaching and learning programs. Together, they focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. A primary component of the Year 10 curriculum is the integration and meaningful use of the students’ electronic device. With this, students interpret, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of electronic and media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

What students should know at the end of the course

- How to read and interact with electronic texts, both in novel and interactive media form
- How to write a cohesive, coherent and well-structured piece of prose
- That text structures and features can be altered or amended for specific audiences and purposes
- That ‘voice’ as a literary device can be used in a range of different types of texts and for different purposes
- How to reflect higher order concepts in texts through language features such as nominalisation, clause combinations, technicality and abstraction
- How to use a range of software, including media presentation programs confidently, flexibly and imaginatively to create, edit and publish texts
- How to use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences

What students should be able to do by the end of the course

- Write cohesive and well-developed analytical/expository/imaginative/creative essays
- Present detailed and substantiated arguments about literary texts
- Compare and contrast the use of cohesive devices in texts
- Reflect on, extend, endorse and refute others’ interpretations of and responses to literature
- Use contemporary software and electronic programs to order and present information in an engaging way
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments
- Critically and meaningfully decode and break down conventions of non-print texts, such as film, to reach conclusions and develop arguments

How these outcomes will be assessed

Students will write a number of different text types in which they showcase their deeper understanding of texts, exploring notions of narrative voice, theme, character and audiences. Students will create written and spoken texts that present a point of view and they will respond to texts and issues by interpreting and integrating ideas from texts. Students will plan and present their opinions through oral presentation.
Mathematics Options at Year 10

- **Year 10**
  - Semester One
    - General Maths
    - Mathematics
    - Extension Mathematics
  - Semester Two
    - General Maths Preparation
    - Maths Methods Preparation
    - Specialist Maths Preparation

- **Year 11**
  - All year
    - General Mathematics
    - Mathematical Methods
    - Specialist Mathematics and Mathematical Methods

- **Year 12**
  - All year
    - Further Mathematics
    - Mathematical Methods
    - Specialist Mathematics and Mathematical Methods

Science Options at Year 10

- **Year 10**
  - All year
    - Foundation Science
    - Science

- **Year 11**
  - All year
    - Psychology
    - Biology
    - Chemistry
    - Physics

- **Year 12**
  - All year
    - Psychology
    - Biology
    - Chemistry
    - Physics
**Year 10 General Mathematics (Full year)**

**Course overview**

This subject is offered to students who are preparing for Year 11 General Mathematics and as such it provides the students with the necessary skills and background to achieve success and follows the processes used in the Year 11 General Mathematics course.

The areas of study for General Mathematics Preparation course are introductions to the Year 11 programs of 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Students should have facility with relevant mental and by-hand approaches to estimation and computation. The use of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

**What students should know at the end of the course**

The following areas of study and topics are completed in either Semester 1 or 2.

- Linear relations and equations
- Financial arithmetic
- Matrices; Graphs and networks
- Measurement, Trigonometry and their applications
- Graphs of linear relations and models
- Statistics – Investigating and comparing data distributions

**What students should be able to do by the end of the course**

By the end of this course, students should be able to:

- solve linear algebraic equations with technology;
- use financial formulae to calculate simple and compound interest; find totals of depreciated assets;
- use matrices to solve a variety of problems, with and without technology
- use networks to model problems and find solutions
- draw linear graphs and model problems with technology
- find solutions to statistical problems involving single variables, with technology

**How these outcomes will be assessed**

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
Year 10 Mathematics (Semester One)

Course overview

This subject is covers essential Year 10 mathematical concepts which allows students to choose the VCE Pathway that they will follow at the end of Semester 1.

The Mathematics course follows the AusVels Year 10 and 10A requirements. During the semester, students will develop their understanding of mathematical processes and applications to problems, with and without technology. Students will learn about concepts including Pythagoras and trigonometry, patterns and algebra, money and financial mathematics; and linear equations and graphs. At the conclusion of the semester, students, parents and teachers will choose a VCE preparation course for Semester 2.

What students should know at the end of the course

- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies
- Factorise algebraic expressions by taking out a common algebraic factor
- Simplify algebraic products and quotients using index laws
- Apply the four operations to simple algebraic fractions with numerical denominators
- Expand binomial products and factorise monic quadratic expressions using a variety of strategies
- Substitute values into formulas to determine an unknown
- Solve problems involving linear equations, including those derived from formulas
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology
- Solve problems involving parallel and perpendicular lines
- Solve linear equations involving simple algebraic fractions
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression

What students should be able to do by the end of the course

Students should be able to:
- solve right-angled triangle problems including those involving direction and angles of elevation and depression
- solve problems involving linear equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
- substitute into formulas, find unknown values, manipulate linear algebraic expressions, with and without the use of digital technology
- apply the four operations to simple algebraic fractions and solve linear equations involving simple algebraic fractions
- represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems
- use parallel and perpendicular lines to solve practical problems
- recognise the connection between simple and compound interest

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations
# Year 10 Extension Mathematics (Semester One)

## Course overview

*This subject is offered to students who have been achieving at high standards throughout Year 9. Students in this class have excellent mathematical skills, especially in the areas of algebra and graphing.*

The Mathematics (Extension) course follows the AusVels Year 10 and 10A requirements. During the semester, students will develop their understanding of mathematical processes and applications to problems, with and without technology. Students will learn about rational and irrational numbers and perform operations using surds, expand, factorise and simplify algebraic expressions; solve linear, exponential, logarithmic and trigonometric equations and produce sketches of these graphs; solve right and non-right angled triangle problems; and explore the unit circle and define and graph trigonometric functions.

## What students should know at the end of the course

- Factorise algebraic expressions by taking out a common algebraic factor
- Simplify algebraic products and quotients using index laws
- Apply the four operations to simple algebraic fractions with numerical denominators
- Expand binomial products and factorise monic quadratic expressions using a variety of strategies
- Substitute values into formulas to determine an unknown
- Solve problems involving linear equations, including those derived from formulas
- Solve linear inequalities and graph their solutions on a number line
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology
- Solve problems involving parallel and perpendicular lines
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression
- Establish the sine, cosine and area rules for any triangle and solve related problems
- Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies
- Solve simple trigonometric equations
- Apply Pythagoras’ theorem and trigonometry to solving three-dimensional problems in right-angled triangles

## What students should be able to do by the end of the course

Students should be able to:

- solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology;
- 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;
- represent linear and quadratic functions numerically, graphically and algebraically, and use them to model situations and solve practical problems;
- perform operations with surds and fractional indices;
- Solve simple exponential equations and apply the laws of logarithms;
- use trigonometric rules to find the area of triangles and sketch trigonometric functions
- Apply Pythagoras’ theorem and trigonometry to solving three-dimensional problems in right-angled triangles

## How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations
# Year 10 General Mathematics Preparation (Semester Two)

## Course overview
This subject is offered to students who are preparing for Year 11 General Mathematics and as such it provides students with the necessary skills and background to achieve success and follows the processes used in the Year 11 General Mathematics course.

The areas of study for General Mathematics Preparation course are introductions to the Year 11 programs of 'Arithmetic and number', 'Discrete mathematics' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Students should have facility with relevant mental and by-hand approaches to estimation and computation. The use of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

## What students should know at the end of the course

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<thead>
<tr>
<th>Areas of study</th>
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<tr>
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<td>Statistics – investigating and comparing data distributions</td>
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</table>

## What students should be able to do by the end of the course

By the end of this course, students should be able to:

- use financial formulae to calculate simple and compound interest; find totals of depreciated assets;
- use matrices to solve a variety of problems, with and without technology
- use networks to model problems and find solutions
- find solutions to statistical problems involving single variables, with technology

## How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
# Year 10 Mathematical Methods Preparation *(Semester Two)*

## Course overview

This subject is offered to students who are preparing for Year 11 Mathematical Methods. As such, it provides the students with the necessary skills and background to achieve success and follows the processes used in the Year 11 Mathematical Methods course. The Mathematical Methods Preparation course follows the AusVels Year 10 and 10A requirements. During the semester, students will further develop their understanding of mathematical processes and applications to problems, with and without technology. They will make connections between equations of relations and their graphs, discover quadratic equations and how their solutions are linked to quadratic graphs, apply modelling to solve problems and use probability.

## What students should *know* at the end of the course

By the end of this course, students should know how to:

- Define rational and irrational numbers and perform operations with surds and fractional indices; use the definition of a logarithm to establish and apply the laws of logarithms;
- Factorise algebraic expressions by taking out a common algebraic factor; simplify algebraic products and quotients using index laws; expand binomial products and factorise quadratic expressions using a variety of strategies; investigate the concept of a polynomial and apply the factor theorems to solve problems; solve simple exponential equations; describe, interpret and sketch parabolas and their transformations;
- Describe the results of two- and three-step chance experiments, both with and without replacements; assign probabilities to outcomes and determine probabilities of events; investigate the concept of independence; use the language of ‘if ....then, ‘given’, ‘of’, ‘knowing that’ to investigate conditional statements and identify common mistakes in interpreting such language.

## What students should be *able to do* by the end of the course

By the end of the course, students should be able to:

- use numerical and algebraic techniques to simplify surds and fractional indices and apply logarithmic laws to solve introductory problems;
- expand and factorise a range of expressions
- solve linear, quadratic and exponential equations
- sketch quadratic graphs and interpret key features
- apply modelling techniques to solve real-life problems
- apply probability techniques to solve real-life problems.

## How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes.
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
Year 10 Specialist Mathematics Preparation (Semester Two)

Course overview
This subject is offered to students who are preparing for Year 11 Mathematical Methods and Specialist Mathematics. As such, it provides the students with the necessary skills and background to achieve success and follows the processes used in the Year 11 Mathematical Methods and Specialist Mathematics courses. The Specialist Mathematics Preparation course follows the AusVels Year 10 and 10A requirements. During the semester, students will further develop their understanding of mathematical processes and applications of these processes, with and without technology. They will make connections between equations of relations and their graphs, discover quadratic equations and how their solutions are linked to quadratic graphs, apply modelling to solve problems, use probability, use geometric proofs and apply vectors.

What students should know at the end of the course
- By the end of this course, students should know how to:
  - Formulate proofs involving congruent triangles and angle properties; apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes; prove and apply angle and chord properties of circles
  - factorise quadratic expressions using a variety of strategies; investigate the concept of a polynomial and apply the factor theorems to solve problems; describe, interpret and sketch parabolas hyperbolas, circles and exponential functions and their transformations
  - Describe the results of two- and three-step chance experiments, both with and without replacements; assign probabilities to outcomes and determine probabilities of events; investigate the concept of independence; use the language of ‘if ....then,’ ‘given’, ‘of,’ ‘knowing that’ to investigate conditional statements and identify common mistakes in interpreting such language;
  - understand and apply vectors to a variety of situations.

What students should be able to do by the end of the course
By the end of the course, students should be able to:
- carry out geometric proofs
- determine properties of circles
- expand and factorise a range of expressions
- solve linear, quadratic equations
- sketch quadratic graphs and interpret key features
- apply modelling techniques to solve real-life problems
- apply probability techniques to solve real-life problems
- apply vector mathematics to solve real-life problems

How these outcomes will be assessed
Demonstration of achievement must be based on a selection of the following tasks:
- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
Year 10 Health and Physical Education

Health Strand

Course overview
The Health and Physical Education course is a compulsory course at year 10. The course has two components, physical performance and written performance. The Health strand will have a focus on the overall health of young people and matters of health related to the Australian community. The course will cover focus areas Food and Nutrition, Health Benefits of Physical Activity, Safety, Relationships and Sexuality, Lifelong Physical Activities, Games and Sports, Alcohol and Other Drugs.

This strand would suit those students who are contemplating Health and Human Development at VCE level.

What students should know at the end of the course
Students at the end of this course should understand and be able to communicate the following
- Identify Skeletal, Muscular, Circulatory and Respiratory systems.
- Identify how these systems are interrelated,
- Identify components of health-related and skill-related fitness to plan and undertake a personalised program for improving or maintaining physical activity and fitness levels.
- Critique their performance in a range of roles required to participate in physical activities, and evaluate the contribution they make as an individual to teamwork, leadership, and enjoyable participation for their classmates
- Devise and implement strategies for drawing on the skills and abilities of other participants to successfully complete complex movement tasks
- Plan and rehearse responses to a range of situations where their own or others' health, wellbeing and/or safety may be at risk

What students should be able to do by the end of the course
By the end of Year 10, students understand
- The range of factors that influence their personal identities, relationships and their own and others' health, safety and wellbeing.
- They articulate the range of factors that can influence health behaviours, decisions, and opportunities. They also critically analyse the impact attitudes and beliefs towards diversity have on community connection.
- They investigate the components of fitness and analyse the impact fitness levels have on regular, lifelong participation in physical activity.
- They reflect on the role physical activity plays across a range of cultures, examine the roles they can play and propose interventions to support enjoyable and successful participation in physical activity in their community.
- Students demonstrate increasing control and assertiveness when making decisions and taking action to enhance their own and others' health, physical activity participation and wellbeing.
- They evaluate and refine specialised movements as they perform complex movement tasks across a range of physical activities.
- Devise and implement strategies for drawing on the skills and abilities of other participants to successfully complete complex movement tasks
- Practise skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans

How these outcomes will be assessed
- Students will write research assignments
- Participate in oral assessments
- Students will participate in classroom tests and formal examinations
## Year 10 Health and Physical Education

### Physical Education Strand

#### Course overview

The Health and Physical Education course is a compulsory course at year 10. The course has two components, physical performance and written performance. The Physical Education strand will have a “sport focus” with a number of components related to the improvement of performance in the individual. Sport nutrition will look at the relationship of nutrition and sport performance. Students will investigate eating practices and ways to improve their own diet related to improving performance. There will be a focus on examining the Skeletal, Muscular Respiratory and Circulatory systems and how these systems are related to general and specific fitness. Students will explore the science of movement and how this can contribute to improved performance. The Personal Protection program will allow students to investigate their own personal identity and relationships.

This strand would suit students who enjoy physical performance and are contemplating Physical Education at VCE level.

#### What students should know at the end of the course

Students at the end of this course should understand and be able to communicate the following:

- Identify Skeletal, Muscular, Circulatory and Respiratory systems.
- Identify how these systems are interrelated,
- Identify components of health-related and skill-related fitness to plan and undertake a personal program for improving or maintaining physical activity and fitness levels.
- Critique their performance in a range of roles required to participate in physical activities, and evaluate the contribution they make as an individual to teamwork, leadership, and enjoyable participation for their classmates.
- Devise and implement strategies for drawing on the skills and abilities of other participants to successfully complete complex movement tasks.
- Plan and rehearse responses to a range of situations where their own or others’ health, wellbeing and/or safety may be at risk.

#### What students should be able to do by the end of the course

By the end of Year 10, students understand:

- The range of factors that influence their personal identities, relationships and their own and others’ health, safety and wellbeing.
- They articulate the range of factors that can influence health behaviours, decisions, and opportunities. They also critically analyse the impact attitudes and beliefs towards diversity have on community connection.
- They investigate the components of fitness and analyse the impact fitness levels have on regular, lifelong participation in physical activity.
- Students demonstrate increasing control and assertiveness when making decisions and taking action to enhance their own and others’ health, physical activity participation and wellbeing.
- They evaluate and refine specialised movements as they perform complex movement tasks across a range of physical activities.
- Devise and implement strategies for drawing on the skills and abilities of other participants to successfully complete complex movement tasks.
- Practise skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans.

#### How these outcomes will be assessed

- Students will write research assignments
- Participate in oral assessments
- Students will participate in classroom tests and formal examinations
Year 10 Foundation Science

Entry to this subject is based on recommendation from the student’s Year 9 Science teacher

Course overview

Foundation Science is a whole year course catering for students not doing VCE sciences. The following units will be covered: Astronomy, Magnets and Electricity, Consumer Science, Genetics, Diseases and Forensic science. In the Astronomy unit students will learn the origin of the universe and solar system, the nature and scale of planets, stars, asteroids, comets and meteors, galaxies and black holes. In the Global Systems unit students will learn about components of the biosphere, nutrient cycles, ozone depletion, greenhouse effect and global warming including its causes and some possible solutions. In the Genetics unit the main types of inheritance are studied as well as inherited diseases and current ethical and moral issues associated with genetics, including, genetic engineering, stem cell research and cloning. The focus when studying Consumer science is to gain an understanding of fair scientific testing, basic food tests and unit pricing. The Diseases topic focused on the major types of pathogens and methods of immunity. In the Forensic Science unit students looked at various methods used to solve crime. Students will use inquiry-based and activity approaches to reach conclusions based on both first hand and second hand data especially research investigations.

What students should know at the end of the course

- Know the origin of the universe and solar system, the nature and scale of planets, stars, asteroids, comets and meteors, galaxies and black holes.
- Know the main components of the biosphere
- Know the cause and impact of ozone depletion, the greenhouse effect and global warming.
- Know the link between DNA, genes and chromosomes are
- Differences between different type of inheritance
- Know the causes of some genetic disorders
- Be aware of ethical issues concerning stem cell research cloning and other genetic manipulation techniques.
- The nature of pathogens and how certain diseases are transmitted.
- How to conduct a fair test
- Know how to calculate unit prices and be able to convert from one unit to another
- How to carry out research in a variety of areas in science
- Know the various techniques used in solving crime including fingerprinting, chromatography, DNA profiling, ballistics, etc.

What students should be able to do by the end of the course

- Use excel and astronomy programs
- Convert units
- Use a range of laboratory apparatus
- Draw pedigrees
- Carry out research and present the information in a variety of formats
- Conduct a fair test
- Conduct nutrient tests

How these outcomes will be assessed

- Class work including worksheets
- Homework sheets
- Practical Investigations(Reports),
- Formative assessments including puzzles, quizzes and worksheets
- Research Investigations
Course overview

In Year 10 Science students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

What students should know at the end of the course

- The atomic structure and properties of elements are used to organise them in the Periodic Table
- Different types of chemical reactions are used to produce a range of products and can occur at different rates
- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics
- The transmission of heritable characteristics from one generation to the next involves DNA and genes
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community
- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies
- The values and needs of contemporary society can influence the focus of scientific research
- Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods

What students should be able to do by the end of the course

- By the end of Year 10, students explain the processes that underpin heredity and evolution.
- Students describe and analyse interactions and cycles within and between Earth’s spheres.
- They analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.
- Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements.
- They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- They explain the concept of energy conservation and represent energy transfer and transformation within systems.
- They apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- Students describe and analyse interactions and cycles within and between Earth’s spheres.
- Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.

How these outcomes will be assessed

- Students will complete a number of research investigations where they communicate their ideas using scientific language and appropriate representations.
- Students will complete a number of practical investigations where they plan a fair test, identify variables and draw on evidence to support their conclusions.
- Students will complete formal written tests and an examination which requires them to recall knowledge and to analyse unfamiliar contexts.
Year 10 Community and Careers

Course overview

The Year 10 Community and Careers Course is built around the three Australian Blueprint Competencies of Personal Management, Learning and Work Exploration, and Life Work Building. Each competency is developed through stages of acquisition, application, personalisation and actualization. In Personal Management students develop abilities to maintain a positive self-concept, develop abilities for building positive relationships in ones life and work and learn to respond to change and growth. In Learning and Work Exploration, students learn to link learning to one’s career building process, locate, interpret, evaluate and use life/work information and understand how societal and economic needs influence the nature and structure of work. In Life/Work building, students develop abilities to seek, obtain/create and maintain work, they learn to link lifestyles and life stages to life/work building. They understand and learn to overcome stereotypes in life/work building and recognise and take charge of one’s life/work building process. A primary component of the Year 10 Community and Careers curriculum is the integration and meaningful use of the student electronic device. This is achieved through web based interactive career assessment, where students are led through a systematic career decision-making process. On line tests, explore work searches and pathway scenarios. Students also access a wide range of on line texts where the primary aim is to develop and enhance personal marketing documentation.

What students should know at the end of the course

- Students should know how to assess one’s personal characteristics and capitalize on those that contribute positively to the achievement of one’s personal, educational, social and professional goals.
- Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one’s life and work.
- Develop and apply strategies to adopt and respond effectively to life and work changes.
- Determine one’s transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.
- Assess life/work information and evaluate its impact on one’s life/work decisions.
- Evaluate the impact of social, demographic, technological occupational and industrial trends and the global economy on oneself.
- Demonstrate their skills, knowledge and attitudes in preparing personal marketing documentation, e.g. resumes and cover letters, successful work interviews, obtaining and maintaining work and experience volunteering as a proactive job search in personal development strategy.

What students should be able to do by the end of the course

- Improve one’s self-image in order to contribute positively to one’s life and work
- Engage in further learning experiences that help build positive relationships in life and work
- Improve one’s life and work management strategies
- Engage in a continuous learning process supportive of one’s life/work goals
- Improve one’s strategies to locate, interpret, evaluate and use life/work information.
- Engage in work experiences that satisfy one’s needs as well as contribute to society.
- Create and engage in work opportunities reflective of one’s personal set of skills knowledge and attitudes
- Adapt or innovate one’s work search skills and tools
- Engage in decision making respectful of oneself and supportive of one’s goals.

How these outcomes will be assessed

Students will create a portfolio both electronically and hardcopy:
- The portfolio will contain
  - Resume
  - Cover Letter
  - Work Experience Log books
  - OH&S Certificates
  - Certificates of completion of Work Experience and Voluntary Work
  - References from Employers
  - Courses selected from VTAC with Questions answered
  - Portfolios of four jobs relevant to that student and pathways to those jobs
Year 10 Electives

Year 10 History

Course overview
The Year 10 History course provides a study of the modern world and Australia from 1914 to the present, with an emphasis on Australia in its global context. This will be covered by: an overview of the historical period that identifies important features of the period as part of an expansive chronology that helps students understand broad patterns of historical change and includes, for example, the inter-war years between World War I and World War II and the nature of Australia’s involvement in the wars and popular culture; the experiences of Indigenous people in Australia. The three depth studies that focus on a particular society, event, movement or development, with each accounting for 30% of school time.

What students should know at the end of the course
By the end of this course students should have an understanding about:
- key events, individuals, beliefs and values that have shaped the modern world and Australia from 1914 to the present. Key events include, for example, Australia’s involvement in World War I and World War II, the Civil Rights Movement in the USA and the popular culture.
- knowledge of key individuals and groups, who could include, for example, John Curtin, Rosa Park and Martin Luther King Jnr.
- historiography and that there are competing interpretations and contested narratives in history.
- recognise the significance of different events within an historical context and learn how evidence and values produce different interpretation of events, people and institutions.

What students should be able to do by the end of the course
By the end of this course students should be able to:
- explain significant events and developments, as well as sequence these within a chronological framework so as to identify the relationships between events and across time.
- research, develop, evaluate and modify questions to frame an historical enquiry.
- process, analyse and synthesise information from a range of primary and secondary sources, and analyse these sources to draw conclusions about their usefulness, taking into account their origin, purpose and context.
- develop and justify their own interpretations of the past. Students should be able to develop texts, particularly explanations and discussions, incorporating historical arguments.

How these outcomes will be assessed
Students will be assessed by undertaking tasks that include:
- An IT site about Australian women during WWII;
- A speech and visual representation of an important Indigenous Australian;
- An essay on the development of culture in Australia
- Various class activities / tasks;
- An examination.
# Year 10 Civics and Citizenship

## Human Rights, Political Rights and Your Rights!

### Course overview

*Human Rights, Political Rights and Your Rights* is a course that focuses on the study of a world where people, environments, the law and politics are inextricably linked. Students learn why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities. They develop an appreciation for the efforts of individuals and groups to achieve political rights and equality. Students will explore what it means to be an Australian and investigate Australia’s role in the global community. They will consider human rights and social justice issues at local, national and global levels. In this semester-long course students investigate our democratic traditions and the diverse contributions and participation by citizens. They learn about, contest and enact the values that are important to be an engaged citizen within a community.

### What students should know at the end of the course

By the end of this course students will know:

- about the Australian Constitution and its impact
- about the origins and nature of Australia’s federal political system and, considered points of view on an issue about change in the political system and the law; and,
- the origins and nature of global political systems
- how to explore and evaluate current global political situations

### What students should be able to do by the end of the course

By the end of this course students will be able to:

- participate in a range of citizenship activities including those with a local, national or global perspective;
- draw on a range of resources, including the mass media to articulate and defend their own opinions about political and social issues;
- suggest possible ways in which the Australian Constitution affects their lives, and protects human rights
- draw on a range of resources, including the mass media to articulate and defend their own opinions about political and social issues; and,
- describe the opinions of others and develop an action plan which demonstrates their knowledge of issues and suggest strategies to raise awareness of these

### How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Test on criminal and civil laws, legal rights and responsibilities.
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations
- Comparative Investigation on Global political system
- Debates and quizzes
# Year 10 Business and Economics

## Course overview

In this course, students will explore the process of starting a business and all the likely considerations surrounding this. The will acquire enterprise skills and attributes through the development of their own business concept, via a business plan. Students are introduced to the basic concepts and standards underlying financial accounting systems through their study of accounting principles, characteristics and reporting. They may enter competitions such as iPAB and the ASX stock market game. Students examine Australia's economic performance and its influence on the standard of living. They analyse global economies, examining reasons for the economic differences across the globe and drawing conclusions on what could be done to make resource distribution fairer amongst nations. They investigate how policies and programs advanced by governments and other institutions affect them, their fellow citizens and Australian business.

## What students should know at the end of the course

- How businesses organize themselves to improve productivity, including the ways they manage their workforce
- The role business planning has to the success of an organisation, including the related enterprising skills
- The impact of changing economic conditions have on business
- The interconnection between markets, government policies, enterprise and innovation and their effect on the economy, society and environment
- The relationship between economic resources and living standards
- That the distribution of economic resources is inequitable around the world, comparing Australia to its neighbouring nations

## What students should be able to do by the end of the course

- Prepare a structured business plan
- Record financial transactions in accounting journals
- Construct accounting reports
- Predict the consequences of proposed government policy on the economy
- Construct graphs showing the variance in stock prices

## How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Test
- Case Studies
- Business Plan
- Investigation
# Year 10 Drama

## Course overview
In Unit 1, students are introduced to the process of creating a solo performance based on stimulus materials. Students will read excerpts from Alice Pung's *Growing Up Asian in Australia*, and examine the style of biographical storytelling. They will then interview someone of their choosing about a formative life experience, and this interview will form the basis of a solo performance piece. They will produce a folio outlining the preparation of the piece and including the script, and they will perform the piece in front of an audience. In the second half of the course, students will work together to perform a scripted Brechtian play. They will work within the form and non-naturalistic performance style of the script and use performance and expressive skills to realise characters. Students will also work with the design elements of lighting, sound, costume, and set to enhance the mood and context of the play. They will perform to an invited audience after having created promotional materials for the event.

## What students should *know* at the end of the course
- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles

## What students should be *able to do* by the end of the course
- Identify the elements of an existing script as well as creating an original script
- Refine expressive skills of voice, gesture, facial expressions and movement as well as the performance skills of focus, timing, energy and actor-audience relationship
- Use and manipulate design elements such as set, lighting and sound in order to shape meaning
- Work as an ensemble, and within time restraints to stage a scripted play
- Work within the confines of the Brechtian form and non-naturalistic performance style
- Research and acquire stimulus materials.
- Use playmaking techniques to devise a performance piece.
- Understand, select and use dramatic elements to create specific meanings for the audience.

## How these outcomes will be assessed
**Assessment Tasks:**
- Monologues: Term 1
- Non-Naturalistic ensemble performance of a Brechtian play: Term 2
- Exam: Exam period
- Journal: assessed at the end of the semester
# Year 10 Food Technology

## Course overview

Students focus on food technology as a specialist area of design and technology. They continue to pose and define design problems by working with a variety of design briefs with various contexts, including those that have transferability in the workplace and broader community.

Students explain and justify design features, characteristics and properties of selected materials and ingredients, through the use of annotations, appropriate technical language and discussion. They develop an increasing range of investigation, questioning and checking techniques when investigating, designing, planning and evaluating products.

Students safely and hygienically construct food items to specifications and standards. They make decisions about safety precautions and wear personal protective clothing. They further develop skills in using a range of techniques, equipment, and tools, some of which are complex. They learn to use time and resources economically and try to minimise waste. They develop appropriate evaluation criteria and use them to assess design ideas, choice of materials / ingredients and production techniques.

Students are encouraged to document their design, production and evaluation activities in an electronic or manually produced portfolio.

## What students should know at the end of the course

### How to:

- undertake research relevant to a design brief
- account for functionality and performance, aesthetic, costs and ethical considerations when addressing the needs of a design brief
- identify a range of criteria for evaluating products
- implement a range of production processes accurately, consistently, safely/hygienically and responsibly, particularly baking techniques
- adapt methods of production and provide a sound explanation for deviations / modifications from a design proposal
- make products that meet the quality, aesthetic, functionality and performance requirements outlined in a range of design briefs

## What students should be able to do by the end of the course

- Identify considerations and constraints within a design brief
- Locate and use relevant information to help design thinking and identify the needs of clients / user groups
- Generate a range of alternative possibilities, use appropriate technical language and justify preferred options
- Make critical decisions about materials / ingredients based on understanding the properties and characteristics of these materials / ingredients
- Use evaluation criteria they have developed, to critically analyse processes, materials / ingredients, and equipment; and make appropriate suggestions for changes.
- Use a range of suitable safe testing methods
- Synthesise data, analyse trends and draw conclusions about the social, cultural, legal and environmental impacts of designs and systems
- Plan sequences of production stages, incorporating time, cost and resources needed for production
- Work as part of a group / team to design and produce a product suitable for a specific design brief

## How these outcomes will be assessed

Assessment will include:

- production records in the form of a portfolio
- case studies
- short answer tests
- examination
Year 10 Indonesian
VET Certificate II Applied Languages

Course overview
At Year 10 students are undertaking the Certificate II in Applied Language (Indonesian) as well as adhering to the ACARA requirements for language students at Year 10 who are following Pathway 2. This course will cover communication skills and knowledge related to the language and culture of Indonesia and its people. The study of Indonesian aims to provide students with the tools through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way contributing to the development of inter-culturally aware citizens of the global world. Semester One focuses on two major topics. Pertukaran Siswa: this topic focuses on the cultural differences encountered when participating in an exchange program in Indonesia. Sistem Kedokteran di Indonesia: this topic will explore the health system in Indonesia. Semester Two focuses on two different topics. Pengalaman Kerja: students are introduced to the world of work in Indonesia. They look at culturally appropriate ways of interacting with people in different workplace situations and compare these to appropriate modes of interaction with people in the western world.

What students should know at the end of the course
- That Indonesian is a complex system with rules, and that there are subtle differences between Indonesian and English
- That Indonesian is a national, standardised language used for education, media and government
- Have an awareness that their own cultural assumptions and identity influence their language use and how they interact and may be perceived in intercultural exchanges
- Understand rules of affixation and apply these when using bilingual dictionaries
- Recall most of the main ideas, objects and details presented in a topic.
- How to create a variety of texts to express imaginary ideas and experiences by drawing on aspects of personal and social world
- How to translate informational texts from Indonesian to English and vice versa
- How to communicate and use appropriate language in workplace situations
- How to listen to and draw key information from spoken texts

What students should be able to do by the end of the course
- Use written and spoken Indonesian to communicate about personal interests and relationships
- Create a personal, informational and/or imaginative piece of writing for a specific audience and purpose
- Adhere to the conventions of the test-type when creating written and spoken texts
- Participate in an oral presentation and/or dialogue using rehearsed and spontaneous language
- Use a broad range of interrogatives in spoken situations
- Use a variety of me-verbs, noun forms such as ke-an, pe-, and pe-an
- Use tense markers e.g. refer to the past (yang lalu, dulu), present sedang, sedangkan, sambil, sementara) and future (akan, mau, kalau, besok, maa depan)
- Read texts with fluency
- Identify and extract main ideas and infer meaning written and spoken texts and use this information in a new contexts.

How these outcomes will be assessed
- Students will produce a personal, imaginative piece of writing
- Students will produce basic documents related to the workplace
- Students will create and perform spoken texts for social purposes
- Students will create and perform spoken texts for workplace environments
- Students will read texts and locate specific ideas and infer meaning
- Students will listen to spoken texts and identify key points of information and infer meaning
- Students will demonstrate knowledge of grammar and vocabulary by completing a range of tasks and/or tests
Year 10 Italian
VET Certificate II Applied Languages

Course overview
At year 10, students will cover communication skills and knowledge related to the language and culture of Italy and its people. Through comparison and reflection, the study of Italian aims to provide students with the tools to understand language, culture and humanity in a broad sense and as such contribute to the development of intercultural citizens of the world. In Semester 1, students will focus on two major topics – Mettiamoci in forma which focuses on daily routines and the importance of health and physical fitness; and Amicizia e Acrobatica Aerea which relates to the practises of young people in Italy pertaining to socialising, friendships and personal choices. In Semester 2, students will focus on three major topics – Viaggi, Vacanze e La Vita all’estero which explores the theme of travel, with a particular emphasis on holiday resorts, destinations and overseas holidays; Gli Italiani in Australia focuses on the migration of Italians to Australia, their contributions to Australian society and the subsequent development of Italian communities and associations; and Il Vostro Futuro: la scuola superior e il mondo del lavoro explores students’ future plans and areas of interest, further education and the world of work.

Students will be eligible for VET Certificate II Applied Languages - Italian.

What students should know at the end of the course
- How to recall most of the main ideas, objects and details presented in a topic
- How to create a variety of texts to express imaginary ideas and experiences in their personal and social world
- How to translate informational texts from Italian to English taking into account cultural diversities
- How to communicate and use appropriate language in social and workplace situations

What students should be able to do by the end of the course
- Use written and spoken Italian to communicate personal interests, routines and future aspirations
- Create bilingual texts
- Participate in oral presentations and/or dialogues using rehearsed and spontaneous language
- Read texts with fluency and recognise the role of pronunciation, rhythm and pace in creating effect
- Identify and extract main ideas and infer meaning in written and spoken texts
- Use non-verbal elements of communication, such as facial expressions, gestures and intonation
- Use a variety of verb forms such as the past, the present and the future tenses

How these outcomes will be assessed
- Students will produce writing tasks related to social and workplace environments
- Students will create and perform spoken texts for social and workplace purposes
- Students will respond to written and spoken texts to identify key points of information and infer meaning
- Students will demonstrate knowledge of grammar and vocabulary
## Year 10 Information Technology

### Course overview

Students study the role that computers and advancements in technology play in today's society. Students apply the Problem Solving Methodology to demonstrate their analytical skills. Through a series of case studies, students will develop a range of useful platforms that assist the end user to become more effective and efficient in tasks through the use of technology. Students will utilise programs such as Adobe Dreamweaver, Microsoft Excel and Microsoft Access, to develop solutions to given problems. Students will explore issues related to technology use in the 21st Century and learn about computer hardware and software.

### What students should know at the end of the course

- Through practice, students will become skilled in judging the capabilities and limitations of these ICT tools and techniques as aids to learning. Students will electronically retrace the decisions made and actions taken when learning and problem solving; evaluate these stored experiences in readiness for future applications and become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems.
- Students will analyse tasks, design a solution, develop their solution using the software and evaluate their work.
- Students should know about methods used to gain private information and how to look after their computer devices and privacy.
- Students should know details of various computer hardware and software devices as well as basic networking principals.

### What students should be able to do by the end of the course

Students will know how to:

- Effectively and efficiently use various software packages.
- DreamWeaver: create pages and sites, insert tables and pictures, insert hyperlinks, format text
- Excel: use formulae, draw graphs, link sheets, use absolute formulae, use vlookups
- Access: Create Tables and Forms, link relationships, develop queries

### How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examination
**Year 10 Literature**

**Course overview**

In Year 10 Literature, students develop a close connection with literary texts. They study the meaning that can be derived from a variety of text types by examining the nuanced and personal ways that authors can convey meaning in their work. Students develop an understanding of the influences that context, time, and place have on the construction and expression of literature and they make sense of and justify their own personal responses to literature. In Area of Study 1, students engage in deep exploration of the Greek play 'Medea' by Euripides to uncover the unique ways in which the author conveyed meaning. They examine aspects of characterisation, setting, human experience and social commentary. In the second Area of Study, students examine the novel 'A Christmas Carol' by Charles Dickens. They study the life and times of the author, and they understand how his social and historical context shaped the way in which he wrote. Interspersed between these two Areas of Study is a third ongoing study that sees students select a novel of their own choice and write a creative response to that novel that in some way, shape, or form emulates the writing style of the selected author.

**What students should know at the end of the course**

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- Reflect on, extend, endorse or refute others’ interpretations of and responses to literature
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- Evaluate the social, moral and ethical positions represented in texts
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
- Create imaginative texts that make relevant thematic and intertextual connections with other texts

**What students should be able to do by the end of the course**

- Define the term ‘literature’ and determine, through debate and class discussion, whether a text possesses enough universality and textual integrity to deem it a piece of literature
- Explore the timeline of literary movements including Romanticism and Post-Modernism
- Uncover the dominant and resistant readings of a wide variety of texts from classic fairy tales through to modern-day pop songs
- Create a range of spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts
- Write or speak about how effectively the author constructed the text and engaged and sustained the reader’s/viewer’s/listener’s personal interest
- Look at a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers

**How these outcomes will be assessed**

Assessment Tasks:
- **Area of Study 1:** ‘Medea’ by Euripides Passage Analysis (SAC)
- **Area of Study 2:** 'A Christmas Carol' by Charles Dickens Analytical Essay (SAC)
- **Area of Study 3:** Creative response and writing folio that is completed over the course of the Semester in response to their selected novel
- **Exam:**
  - Exam period
# Year 10 Music

## Course overview

It is with this quote in mind that we create the year ten music curriculum: what is essential to musicians? What is their craft, their gift and what fuels them to study such an ancient art form in a 21st century world? There is a large emphasis on Performance, Composition and Arrangement within this course in an effort to fully prepare students for VCE, whilst also providing students with a broader knowledge of history and musical ideas. We are at the finer end of really solidifying their craft within this course, and therefore it is essential that students are exposed to professional musicians on excursions to performances.

Ideally, students are learning an instrument/voice or are comfortable performing on a chosen instrument or voice, however it is **not** compulsory for this elective.

## What students should **know** at the end of the course

- Musicality – theoretical, aural and analytical concepts
- Compositional tools and creative processes for composition or arranging pre-existing works
- Performance Techniques as an ensemble member
- Performance Techniques as a soloist

## What students should **be able to do** by the end of the course

- Make informed decisions within performance practice
- Manipulate, compose and create melodic, rhythmic and harmonic devices
- Perform with confidence and informed stylistic choices

## How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Critical Listening or Analytical tasks
- Aural development
- Performance based tasks
- End of semester examinations
# Year 10 Outdoor Environmental Education

## Course overview

The Year 10 Outdoor Environmental Education course introduces a unique and enriching educational opportunity for students to understand the environment in which they live. It focuses on investigating environmental change and management through study of the environment. Students interested in studying Outdoor and Environmental Studies or Geography at VCE would benefit greatly from this one semester elective course.

Students acquire skills needed to safely participate in adventure activities in natural environments. They discover the impact humans have had on the environment over history from the dream time, settlement, the gold rush and the dangers to the environment that are present today. Students develop strategies aimed at reducing the possible harm we are causing to our environment.

## What students should *know* at the end of the course

- Increased emphasis on health and wellbeing – with the strengthening of students direct personal contact with the outdoors
- The importance of safety and risk management outdoors – with students going beyond basic learning skills and enabling them to manage their own safety outdoors, assess risks and make astute decisions in natural settings
- The importance of stewardship and respect for the natural environment – enabling students to think critically about what they value in their lives, their relationships with the natural environment, and the connection with a healthy lifestyle and community

## What students should *be able to do* by the end of the course

- Use evidence based on inquiries and geographical language and concepts
- Explain how human activities can affect major natural systems
- Analyse how development and policies can promote sustainable use and management of resources
- Accurately interpret information on different types of maps and photographs at a range of scales
- Collect and collate information gathered from fieldwork observations and present findings

## How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Oral Presentation
- Tests
- Practical Activities
- Semester Examination
# Year 10 STEM

**Science, Technology, Engineering and Mathematics**

## Course overview

STEM is the study of Science, Technology, Engineering and Mathematics through a hands-on and project based style of learning. This course will present students with various problems and design briefs which will allow students to make choices, interpret, formulate, model, investigate and communicate solutions effectively. They will investigate topics such as nanotechnology, 3D modelling, robotics, flight, and sustainability. Students will develop questions and hypotheses that can be investigated using a range of inquiry skills. They will independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They will explain how they have considered reliability, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. They will construct evidence based arguments and use appropriate scientific and mathematical language, representations and text types when communicating their findings and ideas for specific purposes.

## What students should know at the end of the course

- How nanotechnology is used in society and the issues that may arise from its use
- How to program a robot to complete simple functions
- How to create 3D models and the skills to produce (print) the model
- How to use Data Logging equipment to solve problems
- How objects heavier than air can fly
- The current situation of a local environmental issue and find solutions to the given problems
- How to write up Scientific Reports to report their findings

## What students should be able to do by the end of the course

- Develop the ability to make choices, interpret, formulate, model and investigate problem situations and communicate solutions effectively
- Work within a variety of design briefs within various contexts to produce possible solutions
- Become discerning and discriminating thinkers
- Formulate questions and hypotheses that can be investigated within the scope of the classroom or fields that can be investigated using a range of inquiry skills
- Use the internet to facilitate collaboration in joint projects and discussions
- Construct evidence based arguments and engage in debate about scientific ideas
- Present results and ideas using formal reports, oral presentations, slideshows, poster presentations, models and contribute to group discussions
- Use ICT to devise detailed plans that sequence tasks to be done
- Participate in and lead discussion on evaluating their own and other people's thinking in relation to creative and innovative products

## How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Inquiry Learning
- Investigative Tasks
- Competitions
Year 10 Studio Arts

Course overview

Over the course of the year students will design, make and present a variety of artworks. In doing so, they develop skills in making decisions about personal and creative ways of generating and implementing ideas. This is a studio-based course aiming to provide students with an opportunity to develop their individual artistic expression through the design process as they personally investigate themes and ideas. Students explore a variety of studio forms and through these different mediums develop appropriate skills and techniques needed to produce a creative and expressive folio of artworks including. They research and analyse artwork from specific periods of 20th Century Modern Art movements. This unit focuses on drawing and design through application of the design process, exploring a variety of mediums and techniques associated of Oil painting, Analogue photography, Mixed media paper collage techniques. This course has been developed to compliment and prepare students for units 1 and 2 studio arts. Students will explore various materials, mediums, methods, design elements and principles in the development of their skills and technical processes.

What students should know at the end of the course

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists.
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions.
- Develop and refine techniques and processes to represent ideas and subject matter.
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks.

What students should be able to do by the end of the course

- Create design concepts for art works devised from a range of stimuli;
- Explore ideas, specific technical procedures and the development of refinement of artworks in visual diary through manipulating and applying arts elements expressively:
- Select and refine chosen themes, forms, colour schemes and characteristics in their design concepts;
- Work through a range of design possibilities by researching ideas from several relevant sources;
- Trial ideas and manipulate them through the use of art elements and principles and the application of different mediums and techniques;
- Exercise control of tools and equipment to generate desired effect;
- Demonstrate technical competence in the use of skills, techniques and processes of each folio piece;
- Research and compare artworks from differing Modern Art periods and specific artists;
- Describe, analyse and interpret the formal properties of artworks;

How these outcomes will be assessed

- Visual Diary: assessed at the end of the semester
- Folio of finished artworks:
- Still life Oil Painting on board, B/W SLR Photograph and Mixed Media Collage using recycled and textured papers.
- Art History research and analysis tasks:
- Modern Art Periods: Focus on artist’s style and techniques and communication of ideas and meaning in their
# Year 10 Visual Communication Design

## Course overview

The practice of Visual Communication Design is concerned with the transfer of information using visual language to convey ideas, information and messages. Visual design is problem solving and in response, designers use a process through which solutions are developed using reason, knowledge, style and visual sensitivity. The creativity of the designer is expressed through the designer’s ability to work innovatively within the constraints of the brief, technology and the demands of society. Visual Communication Design develops skills in drawing, researching, understanding, organising, selecting information, and developing and refining ideas to create final presentations. The course content addresses all areas of the Design Process. This course has been developed to compliment and prepare students for Unit 1 and 2 of Visual Communication and Design. Students will explore various materials, media, design elements and principles, and methods including freehand drawing and computer-generated imagery using Adobe Illustrator software. Students will also develop instrumental drawing skills.

## What students should know at the end of the course

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists.
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions.
- Develop and refine techniques and processes to represent ideas and subject matter.
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks.

## What students should be able to do at the end of the course

- Write a design brief, considering the needs of the chosen client, target audience and relevant constraints.
- Create a written analysis of an advertisement.
- Design a unique straight-edged clock.
- Correctly use drawings instruments to produce 3 dimensional drawings.
- Render the paraline drawings to illustrate surface graphics, tone and texture.
- Record research, exploration, development and refinement of ideas associated with each of the given tasks.
- Write a comparison of the work of two fashion designers (Mary Quant and Christian Dior), in relation to their cultural context, time period and influences.
- Create a visual presentation documenting fashion design trends from eight key eras.

## How these outcomes will be assessed

- Visual Diary: assessed at the end of the semester
- Folio of finished artworks:
  - Visual Identity Design – Logo, Letterhead, Envelope and Business Card Design
  - Clock Design – Design, Instrumental Drawing and Rendering of their own clock design;
  - Visual Communication Design research and analysis tasks:
  - Advert Analysis and Design in Context – Comparison and Analysis
## Course Plan

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