

MONTMORENCY SECONDARY COLLEGE
YEAR 10 CURRICULUM HANDBOOK 2019

Telephone 9422 1500

Facsimile 9422 1600

montmorency.sc@edumail.vic.gov.au

PRINCIPAL
Mr. Allan Robinson

ASSISTANT PRINCIPALS
Ms. Clara Di Biase
Mr. Mark Lohrey

HEAD OF SENIOR SCHOOL
(Years 10, 11 & 12)
Ms. Bronwyn Mackey

YEAR 10 COORDINATOR
Ms. Mary Curran/ Ms. Kerry Robinson

BUSINESS MANAGER
Mrs. Lisa Ball

ADMINISTRATIVE STAFF
Mrs. Leora Levacic

IMPORTANT DATES FOR THE REST OF 2018

Thursday 20th September	Student Progress Interview Day
Monday 3rd – Friday 7th December	Year 11 & 12 2019 Orientation (Compulsory for all Year 10 accelerants in 2019)
Monday 3rd – Friday 7th December	Year 9 to 10 Orientation Program (Compulsory)
Thursday 6th December	Swap Shop – Second hand book buy & sell: 6.30 – 8.00pm
Early December	North of the Yarra Booklists due
Tuesday 18th December	Year 9 End of Year Excursion
Wednesday 19th December	MSC Awards Evening

TABLE OF CONTENTS

YEAR 10 CURRICULUM HANDBOOK 2019	1
IMPORTANT DATES FOR THE REST OF 2018.....	1
TABLE OF CONTENTS	2
GENERAL INFORMATION	4
ASSESSMENT AND REPORTING.....	6
SCHOOL CURRICULUM STRUCTURE	7
MONTMORENCY SECONDARY COLLEGE 10-12 CURRICULUM GRID FOR 2019	8
GENERAL INFORMATION ON YEAR 10.....	9
COURSE DESCRIPTIONS	10
YR 10 - SATISFACTORY/UNSATISFACTORY COMPLETION POLICY	10
SELECTING A YEAR 10 COURSE	12
ACCELERATION PROGRAM	12
SUBJECTS OFFERED TO YEAR 10 ACCELERANTS	12
CORE YEAR 10 ENGLISH	13
CORE YEAR 10 MATHEMATICS	14
GENERAL MATHEMATICS – SEMESTER 1 & 2	15
MATHEMATICAL METHODS – SEMESTER 1 & 2	16
FOUNDATION MATHEMATICS - SEMESTER 1 & 2	17
CORE HISTORY: THE MODERN WORLD AND AUSTRALIA	18
CORE SCIENCE: GENERAL SCIENCE	19
CORE SCIENCE: SCIENCE FOR VCE.....	19
CORE: VCE INDUSTRY AND ENTERPRISE.....	20
YEAR 10 ELECTIVE SUBJECT OFFERINGS FOR 2019	21
ENTERTAINING WITH FOOD	22
FOOD - INTERNATIONAL.....	22
JEWELLERY TECHNOLOGY.....	23
METAL TECHNOLOGY.....	23
ADVANCED DESIGN & DECORATION	23
WOOD 1	24
WOOD 2	24
LITERATURE.....	25
ENGLISH SUPPORT	25
ENGLISH LANGUAGE.....	25
INTRODUCTION TO HEALTH & HUMAN RELATIONS	26
PHYSICAL EDUCATION	26

AUSTRALIAN RULES FOOTBALL - BOYS	26
AUSTRALIAN RULES FOOTBALL - GIRLS	27
OUTDOOR EDUCATION.....	27
DOLLARS AND SENSE	27
LAW AND ORDER	28
GEOGRAPHY.....	28
PSYCHOLOGY	29
INFORMATION TECHNOLOGY 1.....	29
INFORMATION TECHNOLOGY 2.....	30
FRENCH 1	30
FRENCH 2	31
JAPANESE 1	31
JAPANESE 2	32
MATHEMATICS SUPPORT	32
MATHEMATICS ADVANCED	32
DRAMA.....	33
SCRIPT WRITING AND PERFORMANCE	33
MEDIA: FILM AND TV	34
MEDIA: PHOTOGRAPHY.....	34
MUSIC PERFORMANCE 1	35
MUSIC PERFORMANCE 2	35
ART 1 – DRAWING, PAINTING & SCULPTURE	36
ART 2 - 2D & 3D ART FORMS	36
VCD 1 – ARCHITECTURAL & PRODUCT DESIGN	37
VCD 2 – GRAPHIC DESIGN & COMPUTER ILLUSTRATION	37

GENERAL INFORMATION

Attendance

Attendance at all classes is compulsory. Regular, punctual attendance is essential and, in many instances, it will be impossible to satisfy work requirements if the student's attendance is irregular.

After any absence, a note of explanation, signed by the parent/guardian of the student, must be given to the Year Level Coordinator.

Montmorency Secondary College uses an electronic roll-marking program. This allows the College to track truancy, and proactively enforce student attendance at all classes.

A comprehensive program is in place to ensure regular attendance by all students. In situations where a student has been absent from class without a reason, the matter will be dealt with by the Co-ordinator.

Students are not permitted to leave the school grounds during the school day, unless there are exceptional circumstances.

For students accelerating into a VCE Unit 1 & 2 study, the VCAA sets a minimum attendance requirement. **VCE students are required to attend 90% of classes.** In circumstances where prolonged illness affects this requirement, a Medical Certificate is required and Special Provision can be sought.

Accelerating students who do not meet this requirement are not eligible to receive a VCE or VCAL certificate.

Students who are absent from school on a day where a formal School Assessment Task was undertaken must provide a medical certificate upon their return to school.

Arriving Late

Home Group teachers note absences during the first 10 minutes of the day (Home Group). Students who arrive after Home Group must report to the office, sign the Late Arrivals' register and obtain a "Late Slip" to present to the class teacher. Students, who have been recorded in the Late Arrivals' register, will be marked LATE in the attendance roll.

It is expected that students, who arrive late for class, will have an acceptable explanation. Parents will therefore, be expected to provide a note for lateness.

Where lateness is persistent or reasons are unacceptable, the student will be receive appropriate consequences.

Leaving Early

The process for a student leaving the school early is:

- Bring a note from home, with a short explanation and the parent's signature.
- Student takes that note to the Year Level Coordinators office, and gets the note signed by their Year Level Coordinator.
- When it is time for the student to depart, the student goes to the General Office, where they hand in their note that has been signed by the Coordinator, and they sign out of the 'Early Leavers' book.
- Alternatively, a parent may arrange to meet their child in the General Office at a prescribed time. The parent can then sign the student out in the 'Early Leavers' book.

Under no circumstances can a student leave school without notifying their coordinator or signing out at the General Office.

Homework and Use of the Study Planner

All students at Montmorency Secondary College are issued with a homework study planner. Students are expected to take the study planner to all classes to record homework, tests and assignments, etc. Regular use of the study planner helps to develop sound organisational skills. The study planner informs parents of the study commitments of your child in each subject. We encourage parents/guardians to check the study planner regularly to monitor their child's progress and assist them in planning their time in order to complete tasks. The study planner is a useful means of communication with teachers.

At Year 10, students should expect approximately 1.5 to 2 hours homework a night, or around 6 to 8 hours a week.

Text Books and Stationery

North of the Yarra Booksellers is the official supplier of textbooks to the school. The complete list of textbooks required, will be distributed in November 2018. This list will need to be returned to the school at a date to be advised in early December.

Books may be collected from the school on **a date to be advised, before the start of the school year**. Textbooks must be paid for when they are collected.

The College also run a Swap Shop evening in early December of each year. Swap Shop allows parents to buy and sell books second hand. The College designates a set room for each year level. Parents selling books visit that room with their books, and barter with other parents until their books are sold. They are then welcome to visit the room of the upcoming year level, to purchase any books they require.

Careers Guidance

The Careers Teacher will see all students to ensure that they have some idea of a career suited to their interests and abilities. Careful consideration will be given to prerequisite and recommended subjects, so that a wide range of career options is catered for. All students must consult the booklet listing University and TAFE prerequisite subjects (VICTER2016) in the Resource Centre or online at www.vtac.edu.au before making subject selections. Both the Job and Course Explorer (JAC), and Job Guide, can also be accessed on a computer in the Resource Centre, and students should use these resources. The Careers Teacher is generally available for consultation, although it may be necessary for students to make an appointment.

Work Experience

In 2019, ALL Year 10 students will have one work experience placement in May. It will be necessary for most students to find their own work experience, but the Careers teachers will assist as much as possible. The purpose of work experience is not simply for students to try out a possible career, but to give them a sense of what formal employment is like and the demands it places on people. It also enables students to discuss their prospects and talents with informed people. Students need to finalize the details and have legal forms signed by the end of February each year. Students who wish to do a second work experience placement may do so for a week after their Year 11 Orientation Program in November/December 2019.

After the work experience, students receive an evaluation form filled in by the employer, indicating how well they did; this can be used later as a reference.

Parents will receive further information later this year. Anyone wanting to offer work experience opportunities to students is encouraged to do so. Please telephone the school on 9422 1500 and ask for the Careers Office.

ASSESSMENT AND REPORTING

Montmorency Secondary College values the opportunity to communicate with parents and guardians about the wellbeing and academic performance of students. There are **seven** scheduled forms of communication throughout the year, which will enable parents and guardians to stay informed about their son or daughter's progress, and opportunities for improvement.

Please Note: All reports are distributed digitally unless a hard copy is specifically requested.

End of Term One – Interim Reports

Towards the end of term one each student is issued with an interim report. This is a one-page document that lists all of the subjects that your child is undertaking and includes teacher ratings of your child's progress to date in a simple to read "tick-the-box" format. The report should act as the basis for discussion at the Parent Teacher interviews scheduled at the same time.

End of Term One – Parent Teacher Interviews

Parent Teacher Interviews occur at the end of term one. All parents and guardians are strongly encouraged to attend these interviews, as it is an opportunity to sit with your child and their teacher and gain more detailed knowledge as to how the child is performing /coping, and to discuss strategies that will increase your child's chance of success.

End of Term Two – Student Reports

Full student reports are issued at the end of term two. These documents are much more detailed written reports and provide graded assessments of the major assessment areas of each subject.

Start of Term Three – Student-Led Conferences

Student Led Conferences are held early in Term Three. This conference is between the home group teacher, the student and the parent/guardian. It does not focus on a particular subject, but rather on the whole child. Together the student, parent/guardian and home group teacher review mid-year reports and set learning goals for the second semester.

End of Term Three – Interim Reports

At the end of Term Three, each student is issued with a second semester interim report. This is a one-page document similar to that issued at the end of term one. Again, it is designed to be read in conjunction with the Parent Teacher interviews scheduled for that time.

End of Term Three – Parent Teacher Interviews

Parent Teacher Interviews occur again at the end of term three. All parents and guardians are strongly encouraged to attend these interviews, as it is a further opportunity to sit with your child and their teacher and really gain knowledge as to how the child is performing/coping, and to discuss strategies that will increase your child's chance of success.

End of Term Four – Student Reports

Full student reports are issued at the end of Term Four. These are detailed written reports that provide graded assessments of all subjects that a student studies in semester two.

In conjunction with all of the above, parents are welcome to contact the relevant Home Group teacher and/or the Level Coordinator at any time during the year regarding the progress or wellbeing of their child.

SCHOOL CURRICULUM STRUCTURE

Essential Learning Standards (AusVELS)

The Essential Learning Standards describe what is essential for students to achieve from Years Prep to 10 in all Australian schools. They provide a whole school curriculum planning framework that sets out learning standards that schools use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

The Standards are based on the best practice in all schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards provide the means for all Australian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

Montmorency Secondary College has an educational philosophy that encourages individual students to develop to their full personal and academic potential. Such development is best achieved by creating a disciplined, caring environment within the social and emotional needs of the individual are recognised whilst promoting academic rigor. The current size of the school population ensures that a wide range of subjects can be offered across the various year levels.

The Year 10 program includes English, Science, History and Maths as core subjects. Additionally, students select six Learning Units, over 2 semesters. Students also have the opportunity to study a VCE Unit as part of their Year 10 course.

(Please refer to the Diagram on next page)

The Year 11 courses operate as semester units (i.e. half-year units) as required by the two-year Victorian Certificate of Education. Over the two years (Year 11 and 12) students must study English (4 units). Additional units are selected to make up a total of 24 units, taken over the final 2 years of secondary schooling.

MONTMORENCY SECONDARY COLLEGE 10-12 CURRICULUM GRID FOR 2019

(10 day timetable – 25 periods per week @ 58 mins)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Year 10	English (core)				Maths (core)				History (core)				Learning Unit 1				Learning Unit 3				Learning Unit 5				VCE Industry & Enterprise (core)
									Science (core)				Learning Unit 2				Learning Unit 4				Learning Unit 6				
VCE: 11 12	<p><i>Year 11</i> students generally undertake six VCE subjects, including English, each for four periods per week for the whole year. Choices include a wide range of humanities, business studies, mathematics, sciences, visual and performing arts and materials & technology subjects. Many students take a Unit 3 & 4 study.</p> <p><i>Year 12</i> students generally undertake five Unit 3 & 4 VCE subjects, including English, for four periods per week for the whole year, with a range of choices as in Year 11. Some students take a university enhancement subject.</p>																								

Year 10

In line with the new Australian curriculum and National Standards, all students are required to undertake both Australian History and a unit of Science for a semester. Year 10 students may choose either 'General Science' that is a semester length subject, or, 'Science for VCE' which is a year-length subject. It is strongly recommended that any student who wishes to undertake VCE Biology, VCE Physics or VCE Chemistry in later years study 'Science for VCE' in Year 10. Undertaking 'Science for VCE' as a subject means a student would only select 5 learning units, as 'Science for VCE' counts as a 'double' unit.

Many students undertake a VCE Unit 1 & 2 acceleration study in Year 10.

GENERAL INFORMATION ON YEAR 10

ORGANISATION FOR YEAR 10

1. The school year is divided into two semesters:
 - a. Semester 1 - Terms 1 and 2
 - b. Semester 2 - Terms 3 and 4
2. The school week is divided into 25 periods
 - a. 5 periods per day.

COURSE STRUCTURE

1. The Year 10 program is divided into two parts: Core and Learning Units.
 - a. English, Maths, History, Science and VCE Industry & Enterprise form part of the core.
 - b. Students are able to select up to 6 Learning Units, depending on their choice of science, whether they choose to continue with their language studies and whether they choose to accelerate into a VCE subject. Each Unit runs for 4 periods per week.
2. When choosing Learning Units students will need to meet the following requirements:
 - a. General Science (one semester) or Science for VCE (year - long) must be completed by all students. Students wishing to study VCE Biology, Chemistry or Physics must complete the two semester Science for VCE subject.

An example of a Year 10 Course

Semester 1	Semester 2
Core	Core
English 4 periods per week	English 4 periods per week
Maths 4 periods per week	Maths 4 periods per week
History 4 periods per week	General Science 4 periods per week
VCE Industry & Enterprise 1 period per week	VCE Industry & Enterprise 1 period per week
Learning Units	Learning Units
Media 4 periods per week	Geography 4 periods per week
Tech –ICT 1 4 periods per week	PE 4 periods per week
LOTE – Japanese 1 4 periods per week	LOTE – Japanese 2 4 periods per week

✓ *This example illustrates how a student would meet the school's minimum requirements and pursue an interest in Physical Education, Technology and Japanese.*

Students should seek advice from parents and teachers when making their selections.

PARENTS MUST APPROVE THE SELECTED COURSE.

COURSE DESCRIPTIONS

Course descriptions for all the Learning Units offered are set out in the following pages. More Learning Units have been offered than can ultimately be included in the timetable.

The learning units, which actually run, from our extensive offerings, are determined by a combination of the following:

1. Student demand. Too small a class size makes a subject unviable to run from a school funding perspective.
2. Breadth of curriculum choice.
3. Availability of specialist staff or specialist teaching facilities.
4. Timetable considerations.

All students' choices will be examined to ensure that:

1. They meet Year 11 entry requirements;
2. They keep options open for further study and employment opportunities.

Where changes are necessary, students will be counselled.

Pre-Requisites

Students should read carefully the Course outlines to ensure they do not exclude themselves from VCE subjects through misinformed choices at Year 10.

If students are unsure about subjects and Year 11 options, they should seek advice from subject teachers, Faculty or Key Learning Area Leaders or the Careers teacher.

YR 10 - SATISFACTORY/UNSATISFACTORY COMPLETION POLICY

All Year 10 Semester Subject Reports will include a global S/N statement.

Satisfactory Completion

A student who receives an 'S' is deemed to have satisfactorily completed the course if they have met all of the required outcomes.

Unsatisfactory Completion

A student who receives an **N** for any outcome has **not** satisfactorily completed the course.

Year 10 teachers will assess a student's competence in the designated outcomes by observing the student's performance across all tasks set during the semester. It is the expectation of the College that, barring exceptional circumstances, students will attempt and submit all set work. Failure to hand in all set work may jeopardize a student's ability to demonstrate competence in all of the required outcomes.

The following factors will be considered when awarding a student S or N:

Quality of Presented Work

The quality of the presented work must be of sufficient standard to enable the teacher to establish that the student is developing the required knowledge and skills associated with the outcomes. If a student submits work that does not demonstrate satisfactory progress towards an outcome, the work will be graded UG (ungraded). Where necessary, the student may be required to repeat the work, or undertake an additional task in order to demonstrate the required knowledge or skill.

Consistency

Individual faculties have developed a common approach to the required outcomes and common assessment criteria, specific to their subject area, in order to ensure consistency across multiple classes.

Exceptional Circumstances

The Middle School Sub-school Leader and the Year 10 Level Coordinator will have the option of adapting or waiving subject-specific requirements, if, after consultation with the classroom teacher concerned, they believe that exceptional circumstances prevail in a particular S/N judgment. This will be indicated by the code **SP** (Special Provision) on the student's report.

Consequences

Students who achieve an "S" in a Year 10 subject will receive preference if they choose to pursue their studies in that discipline or any closely related VCE subject.

Students who do not achieve an "S" in a Year 10 Subject may find that their subject choices in VCE are restricted because, their lack of grounding in the subject in Year 10, limits their ability to successfully attempt a related unit at VCE.

Students who are awarded an "N" in one or more Year 10 subjects, will need to negotiate an appropriate course in either Year 10 or Year 11 for the following year. They may also be placed on a student contract so that the College can monitor their performance.

Parent & Student Notification

Parents and Students will be notified of the Year 10 S/N policy guidelines.

Reports

The grading provided on the individual subject reports indicate a student's achievement in the major components of each subject. The outcomes will be listed on the report with an S/N indicating the student's ability to demonstrate that outcome.

Overall 'S' or 'N' For Year 10

The following guidelines are to be used for the awarding of Assessment Task grades and Overall Unit Results. These are in line with VCE assessment. This is based upon the student demonstrating that they have satisfied the faculty-based outcomes, using global judgments over the semester.

<i>Assessment Tasks</i>	
A+ to E	Assessment Task has been completed to varying degrees of performance
UG	Assessment Task has been attempted, but, the work submitted was of such a poor standard that the student has not met the requirements of the course assessed by this task.
NA	Assessment Task was not attempted or handed in despite opportunity (and reminders) for the student to do so.
SP	Special Provision: Assessment Task was not attempted or handed in but there is an acceptable reason or explanation such as illness or extended holiday.
L	Assessment Task submitted late.
Overall Unit Result	
S	A student is deemed to have satisfactorily completed the course if they have met all of the required outcomes.
N	A student who receives an N for any outcome, has not satisfactorily completed the course

To satisfactorily complete Year 10 a student needs to attain an 'S' in at least 9 out of 12 units, including an 'S' in:

- Unit One English (semester one)
- Unit Two English (semester two)
- One Unit of Mathematics

SELECTING A YEAR 10 COURSE

Before Year 10 subject choices are made, all students will be advised about their choices. Throughout the year, the Careers teachers are available to advise students about subject choices and career possibilities on an individual and group basis. The Careers room in the Resource Centre is open most lunchtimes. Students are encouraged to use OZJAC on the Resource Centre computers. Students receive the Job Guide in their Year 10 Decisions class and can look up careers they are interested in.

ACCELERATION PROGRAM

The College offers selected Year 10 students the opportunity to study one Year 11 subject (2 VCE units). Students must apply using the 'Application Form for Acceleration' available from the Senior School Office.

Acceleration can advantage students as follows:

- It gives them experience in working on and preparing for assessment tasks, providing the opportunity to develop study habits and strategies so that they have learned to maximise their time and effort by the time they reach Year 11.
- It broadens the range of subjects available to them.
- It may lead to taking an acceleration subject in Year 12.
- It can allow students to use six rather than five subjects for the calculation of their tertiary entrance rank (ENTER).

Students may be accepted for acceleration in a particular subject if:

1. The subject can be offered without unduly constraining subject choices for students at higher levels.
2. Places are available in the class.
3. The student has very good general ability in most subjects.
4. The student has particular talent in the chosen subject area or demonstrates particular skills or abilities that are indicators of potential success in the subject area, as attested to by appropriate teachers.
5. The student has demonstrated a capacity to be well organised and to cope with a substantial workload.
6. The Selection Panel approves the student's application.

While the College can provide only a certain range of VCE acceleration subjects for students, parents are welcome to approach the Level Coordinator if they wish to discuss other options for their child, which may be possible under special circumstances.

Selecting a VCE Year 11 Acceleration Subject

Information on the Acceleration Program will be provided at the Year 10 Information Night and to all applicants.

1. The VCE subject (2 units) will replace two Year 10 Learning Units.
2. Students need to nominate a sequence (i.e. Unit 1 and Unit 2 of the same subject); not single units.

NB: All students must apply for a full Yr. 10 course in case their acceleration preference is unavailable or not approved.

SUBJECTS OFFERED TO YEAR 10 ACCELERANTS

(Please Note: Not all subjects may be available as any possible acceleration positions are dependent on the subjects chosen by Year 11 students and space being available in these classes. Year 11 students have preference.)

- Art 1 & 2
- Biology 1 & 2
- Business Management 1 & 2
- Computing 1 & 2
- Environmental Science 1 & 2
- Geography 1 & 2
- Health & Human Development 1 & 2
- History: 20th Century 1 & 2
- Information Technology 1 & 2
- Legal Studies 1 & 2
- Mathematical Methods 1 & 2 #
- Music Performance 1 & 2
- Outdoor Education 1 & 2
- Physical Education 1 & 2
- Psychology 1 & 2
- Studio Arts – Photography 1 & 2
- Theatre Studies 1 & 2
- Visual Communications Design 1 & 2

Student must have completed Year 9 Challenge Maths to be considered.

Please refer to the VCE Curriculum Handbook for specific subject details.

CORE YEAR 10 ENGLISH

PRE-REQUISITES

Year 9 English

VCE UNITS THAT FOLLOW

- VCE English Units 1 and 2
- VCE Literature Units 1 and 2
- VCE English Language Units 1 and 2

(N. B. Students should consult their English teacher in regards to which options best suits their needs.)

COURSE OUTLINE

There is a dual aim to this course - both to begin preparing students for VCE at Years 11 and 12, and to provide learning experiences, which will be of use and value to those leaving school at the end of Year 10 or 11.

In accordance with the Australian Curriculum, English at Year 10 aims to enhance and develop skills in the modes Language, Literature and Literacy with a focus on Reading and Viewing, Speaking and Listening and Writing.

The Year 10 course includes:

1. Writing in a variety of modes, for a range of purposes and audiences.
2. Speaking and listening in small groups and in the context of the whole class.
3. Reading and studying novels, poetry, films, short stories, plays and multi modal texts.
4. Analysing issues, and constructing and assessing arguments, both through discussion and in writing.
5. Analysing the use of language in the media.

ASSESSMENT

Assessment is provided for each of the major areas of study and for the end of semester exam.

Semester 1 Tasks:

1. Writing folio
2. Exploration of the presentation of issues in the media: DEP charts, exploring the use of language
3. Responses to texts: one set text response; responses to graphic novel
4. Oral Presentation
5. Examination

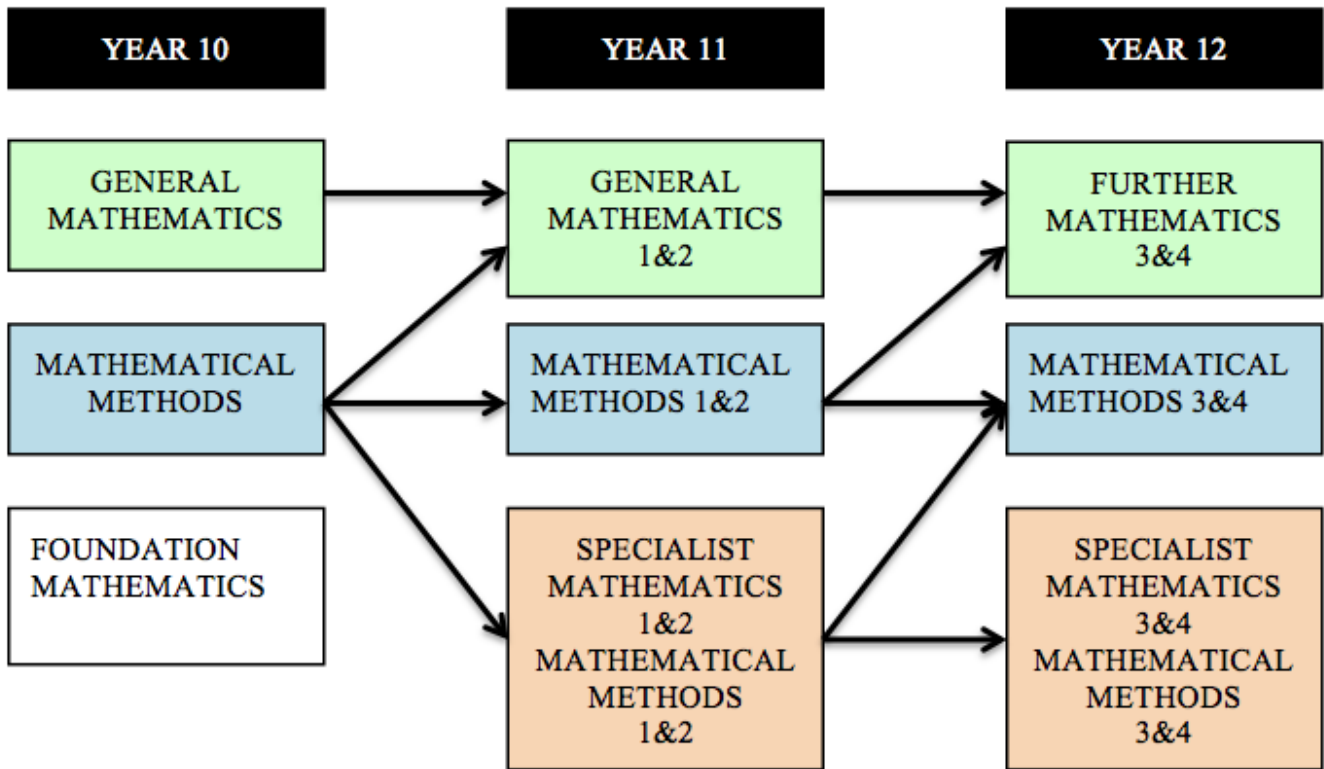
Semester 2 Tasks:

1. Writing Folio
2. Exploration of an issue and its media presentation: a written language analysis essay
3. Responses to texts: one comparative text response to two set texts
4. Oral Presentation
5. Examination

CORE YEAR 10 MATHEMATICS

In Year 10, students can elect to study Mathematical Methods, General Mathematics or Foundation Mathematics. Each course is intended to prepare students for the various strands of mathematics study available in the VCE, with the exception of Foundation Mathematics, which does not lead to VCE Maths. The chart shows the prerequisites required to undertake mathematics studies at each year level.

Note: Maths Support cannot be taken on its own. It may be taken with Mathematical Methods, or General Mathematics.



Students intending to continue Maths to Year 12 should consider completing Mathematical Methods in Year 10. Students wishing to undertake General Mathematics in Year 11 or Further Mathematics in Year 12 should consider doing Year 10 General Mathematics.

It is recommended that students who have not performed well in Year 9 Mathematics, choose to do Foundation Maths in Year 10. For students considering VCAL, the Foundation Mathematics course completes the Numeracy requirements of that program.

All students need to discuss their Maths selection with their classroom teacher.

Only one Maths unit may be taken in each semester.

If a student undertakes Mathematical Methods in Semester 1, they can change to General Mathematics or Foundation Mathematics for Semester 2, however, this will preclude them studying Mathematical Methods in Year 11. Also, a student who has studied General Mathematics or Foundation Mathematics in Semester 1 will normally not be permitted to do Mathematical Methods in Semester 2.

GENERAL MATHEMATICS – SEMESTER 1 & 2

This subject will appeal to students who do not wish to undertake mathematical studies to the depth expected of Mathematical Methods and whose interests are in studying a range of topics leading to General Mathematics in Year 11 and to Further Mathematics in Year 12.

Areas of Study

The course will comprise topics that accommodate the content strands of the National Curriculum.

1. Number and Algebra
2. Statistics and Probability
3. Measurement and Geometry

Topics covered

1. Trigonometry
2. Area, Volume and Capacity
3. Expanding and Factorisation
4. Financial mathematics
5. Co-ordinate Geometry
6. Statistics
7. Probability
8. Geometry
9. Latitude and Longitude

Assessment Areas

A range of assessment tasks will be set and students will receive feedback on the level of their performance.

- Tests
- Investigative Projects
- Problem-solving tasks
- Homework activities
- Semester Examinations

CAS CALCULATORS

Students intending to study a Year 11 mathematics subject are required to purchase a CAS calculator (CASIO CLASSPAD II).

MATHEMATICAL METHODS – SEMESTER 1 & 2

Mathematical Methods will suit students of strong mathematical ability who wish to continue to mathematical studies in Year 11 and Year 12. Important concepts and skills will be covered to a depth required for undertaking Year 11 Mathematical Methods. In each semester students complete a number of units, at VELS Level 6 standard, selected from the dimensions: Number; Space; Measurement, Chance and Data; Working Mathematically; and Structure.

Pre-Requisite: demonstrated ability in Year 9 Mathematics.

Areas of Study

Semester 1

1. Geometry
2. Indices
3. Trigonometry
4. Surds
5. Linear Algebra

Semester 2

Pre-Requisite: demonstrated ability in Year 10 Mathematical Methods 1.

1. Quadratics Equations
2. Probability
3. Measurement
4. Statistics
5. Parabolas and other graphs

Assessment

Demonstration of achievement will be based on the student's performance on a selection of the following tasks:

- Assignments
- Projects,
- Problem solving and modelling tasks,
- Tests
- Examination

Graded Assessment will be provided. It will include graded application tasks, an average of topic tests and a semester exam.

CAS CALCULATORS

Students intending to study a Year 11 Mathematics subject are required to purchase a CAS calculator (CASIO CLASSPAD II).

FOUNDATION MATHEMATICS - SEMESTER 1 & 2

The course caters for students who do not feel that they possess the prerequisite skills and knowledge to successfully undertake topics to the required depth as those offered in Mathematical Methods or General Mathematics. The areas of study will focus on basic knowledge and skills development and their application to practical problems and to real-life situations.

Satisfactory completion of the subject will provide a suitable pathway for students to satisfy the Numeracy component of VCAL.

Students choosing Foundation Mathematics will be enrolled in the VCE unit of Foundation Mathematics. Satisfactory completion of this subject will give students two VCE units.

In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology (computers and calculators) in all areas of their study.

Areas of Study

1. Space, shape and design
2. Patterns and number
3. Handling data
4. Measurement

Assessment

- A range of tasks will be assessed including topic tests, homework, investigations and practical activities.
- Students are *not* required to sit an end of semester examination in this subject.

CORE HISTORY: THE MODERN WORLD AND AUSTRALIA

VCE UNITS THAT FOLLOW

- VCE History Unit 1 & 2: 20th Century (1900 – 1945)

COURSE OUTLINE

The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context, to facilitate an understanding of the past and to provide a focus for historical inquiries.

The Year 10 course includes the following depth studies:

1. World War II
2. Rights and freedoms
3. The globalising world (ONE of Popular culture, The environment movement, Migration experiences)

Assessment

Assessment is continual throughout the semester over all classwork. The major assessment tasks for the Unit will be:

- Document Analysis
- Essay
- Research Report
- Examination

CORE SCIENCE: GENERAL SCIENCE

(Length is one semester)

VCE Units that follow

It is not recommended that students undertake a VCE Science (Biology, Chemistry or Physics) in Year 11, if they choose this science. It is strongly recommended that students wishing to undertake a VCE Science study 'Science for VCE' - see below.

Course Description

General Science runs for one semester and gives the student who is not intending to take a science subject in VCE, a course that is compliant with the Australian Curriculum at Year 10.

Main Areas of Study

During the semester, the students will cover the following themes:

- **Biological sciences** – Diversity and evolution; interdependence; structure and function
- **Chemical sciences** – Properties and structure; interaction and change
- **Earth and space sciences** – Systems in space; dynamic earth
- **Physical sciences** – Forces and motion; energy and its transformations

Assessment

Topic tests, major assignments and an end of semester examination

CORE SCIENCE: SCIENCE FOR VCE

(Length is two semesters)

VCE UNITS THAT FOLLOW

VCE Biology Units 1 & 2

VCE Chemistry Units 1 & 2

VCE Environmental Studies Units 1 & 2

VCE Physics Units 1 & 2

VCE Psychology Units 1 & 2

Course Description

Science for VCE runs for two semesters and is designed for the student who is intending to take science subjects in VCE, especially Physics and Chemistry. Each theme is covered in greater detail than in General Science and is more challenging and rigorous.

Main Areas of Study

Semester One

- **Earth and space sciences** – Systems in space; dynamic earth.
- **Biological sciences** – Diversity and evolution; interdependence; structure and function.

Semester Two

- **Chemical sciences** – Properties and structure; interaction and change.
- **Physical sciences** – Forces and motion; energy and its transformations.

Assessment

Topic tests, major assignments and an end of semester examination

On successful completion of this course, it is envisaged that the student will be well prepared for the VCE sciences the following year.

CORE: VCE INDUSTRY AND ENTERPRISE

This will run for one period each week and will provide a great opportunity to cover issues that often need to break into subject time and to achieve a VCE Unit 1 in Industry & Enterprise.

- Careers
- Work Experience
- Health Issues
- Assemblies/Speakers
- First Aid
- Occupational Health and Work Safety
- Driver Education/Basic Mechanics/Learners Permit
- Student Union/Community Service
- Study Skills
- Catch up/Extension Work
- Problem Solving
- Peer Leadership

Students will need to complete all Learning Outcomes to be accredited with the VCE Unit 1 Industry & Enterprise.

YEAR 10 ELECTIVE SUBJECT OFFERINGS FOR 2019

Domain	Faculty Responsible	Name
Design, Creativity & Technology	Food Studies	ENTERTAINING WITH FOOD
Design, Creativity & Technology	Food Studies	FOOD - INTERNATIONAL
Design, Creativity & Technology	Metal craft	JEWELLERY TECHNOLOGY
Design, Creativity & Technology	Metal craft	METAL TECHNOLOGY
Design, Creativity & Technology	Textiles	ADVANCED DESIGN & DECORATION
Design, Creativity & Technology	Woodwork	WOOD 1
Design, Creativity & Technology	Woodwork	WOOD 2
English	English	LITERATURE
English	English	ENGLISH SUPPORT
English	English	ENGLISH LANGUAGE
Health/PE	Physical Education	INTRODUCTION TO HEALTH & HUMAN RELATIONS
Health/PE	Physical Education	PHYSICAL EDUCATION
Health/PE	Physical Education	AUSTRALIAN RULES FOOTBALL - BOYS
Health/PE	Physical Education	AUSTRALIAN RULES FOOTBALL - GIRLS
Health/PE	Physical Education	OUTDOOR EDUCATION
Humanities	Business Studies	DOLLARS AND SENSE
Humanities	Business Studies	LAW & ORDER
Humanities	Humanities	GEOGRAPHY
Science	Science	PSYCHOLOGY
ICT	Information Technology	INFORMATION TECHNOLOGY 1
ICT	Information Technology	INFORMATION TECHNOLOGY 2
Languages	French	FRENCH 1
Languages	French	FRENCH 2
Languages	Japanese	JAPANESE 1
Languages	Japanese	JAPANESE 2
Mathematics	Maths	MATHEMATICS SUPPORT
Mathematics	Maths	MATHEMATICS ADVANCED
The Arts	Drama	DRAMA
The Arts	Drama	SCRIPT WRITING AND PERFORMANCE
The Arts	Media	MEDIA: FILM AND TV
The Arts	Media	MEDIA: PHOTOGRAPHY
The Arts	Music	MUSIC PERFORMANCE 1
The Arts	Music	MUSIC PERFORMANCE 2
The Arts	Visual Arts	ART 1 – DRAWING, PAINTING & SCULPTURE
The Arts	Visual Arts	ART 2 - 2D & 3D ART FORMS
The Arts	Visual Communication	VCD 1 - ARCHITECTURAL & PRODUCT DESIGN
The Arts	Visual Communication	VCD 2 – GRAPHIC DESIGN & COMPUTER ILLUSTRATION

ENTERTAINING WITH FOOD

Domain: Design, Creativity & Technology

Learning Area: Food Studies

Course Description

This unit will examine the role of food in a social context to enhance leisure activities and promote special occasions. Following the design process, students will explore and produce foods for entertaining in a variety of contexts. The economical use of resources to create an atmosphere for socialising and relaxation will be emphasised through buffets, dinner parties and birthday celebrations.

Main Areas of Study

Development of design briefs, Food selection for special occasions; skills and techniques in production and presentation; Use of resources, analysis and evaluation of outcomes.

Assessment

- Research
- Design
- Production
- Evaluation Exercises

FOOD - INTERNATIONAL

Domain: Design, Creativity & Technology

Learning Area: Food Studies

Course Description

This unit will extend knowledge and interest in the exciting range of foods available in Australia today. Students will explore the flavours and textures of International cuisines and prepare a range of foods from around the world. The influences of history, geography and religion on the selection, preparation and appreciation of foods will be investigated.

Main Areas of Study

Development of design briefs, Investigation and selection of international foods, Production processes, Analysis and evaluation of food products.

Assessment

- Research
- Design
- Production
- Evaluation Exercises

JEWELLERY TECHNOLOGY

Domain: Design, Creativity & Technology

Learning Area: Metalcraft

Course Description

This course is about designing and working with metal for jewellery making. Skills to be developed may include stone setting, etching, rolling, casting, silver smithing and fabrication. Students will need to set goals in developing an individual work folio for designs, production and evaluation. There may be additional costs associated with this subject dependent on the material students choose such as precious metals or stones.

Main Areas of Study

Design and evaluation; Production folio Assignment.

Assessment

Production folio; Workbook; Exam

METAL TECHNOLOGY

Domain: Design, Creativity & Technology

Learning Area: Metalcraft

Course Description

This course will enable students to develop a thorough understanding of metal techniques used in a 'hands on' method. Skills can be explored in etching, rolling, casting, welding, metal forming and fabrication. Students will develop an individual folio of work, designs, production, evaluation and set goals they wish to achieve for the unit. They will gain an understanding of the metal industry and how to interpret drawings. There may be additional costs associated with this subject dependent on the size and complexity of project that the student chooses and their preferred choice of material.

Main Areas of Study

Design and evaluation; Production folio assignment.

Assessment

Production folio; Workbook; Exam

ADVANCED DESIGN & DECORATION

Domain: Design, Creativity & Technology

Learning Area: Textiles

Course Description

This course is designed to consolidate and refine hand and machine sewing skills already acquired. Projects will be individually selected according to interest and ability, and may include garment construction e.g.. sleepwear, pants, skirts and tops, as well as fabric decoration in the form of painting, embroidery, patchwork and dyeing. A design brief will outline the aims and scope of each project and determine the criteria for evaluation.

Main Areas of Study

Advanced machine and hand sewing techniques and applications; Development of further design and decoration processes.

Assessment

Investigation and design; Production; Analysis and evaluation; Exam

WOOD 1

Domain: Design, Creativity & Technology

Learning Area: Woodwork

Course Description

Students work throughout the semester to design and construct a functional wooden cabinet. The unit will also cover care and use of hand and power tools. The design process will be followed systematically before the manufacturing of the project. Students wanting to make larger projects need to choose two units of Wood in order to have enough time to complete their project. There may be additional costs associated with this subject depending on the size and complexity of the cabinet the student chooses to make and their preferred choice of fittings. Students will need an A4 sized display folder in which to record their design work and drawings.

Areas covered include: The Design Elements & Principles, The Design Process, Design Briefs, Instrumental Drawing, Factors in Design, Evaluating & Analysing Products, Safety, Use of hand and Power tools, Production, Joining, and Finishing

Main areas of study

- Investigation & Design
- Production
- Research & Evaluation

Assessment

- Design Booklet
- Production Project
- Exercises & Assignments
- Exam

WOOD 2

Domain: Design, Creativity & Technology

Learning Area: Woodwork

Course Description

This course aims to extend the skills and experiences of the Wood 1 course. It is for those students who wish to continue for the whole year in this subject. It will also enable students to develop the skills necessary for a good standard in the Yr 11 VCE course, Design and Technology Wood. Students will have free choice of project - only restricted by their own ability, total course time, etc. Some projects may be furniture or other household items, wood turning, sculpture and carving. The design process will be followed systematically before manufacture of the project. There may be additional costs associated with this subject dependent on the size and complexity of project that the student chooses and their preferred choice of material. Students will need an A3 sized folio in which to record design work, drawings etc.

Main Areas of Study

The Design Process Furniture design and construction; Furniture finishing; Wood turning; Power tools router and biscuit jointer.

Assessment

Practical projects; Workbook - designs and theory; Exam

LITERATURE

Domain: English

Learning Area: English

Course Description

Students will be introduced to ideas and concepts studied in VCE Literature. The unit focuses on how writers construct texts to present views and values, explore the world and its history and depict the human experience. Study revolves around themes and ideas presented in the set texts.

Main Areas of Study

- One set play
- One booklet of excerpts
- One film

Assessment

1. Analytical Essays
2. Creative Responses
3. Exam

ENGLISH SUPPORT

Domain: English

Learning Area: English

Course Description

This unit is designed for students who need extra support and time to develop their English skills and those students who may leave school early for the workforce. There will be an emphasis on practical skills and writing for practical purposes, as well as revision of mainstream styles of writing that are covered in Core English classes.

Main Areas of Study

Basic literacy skills; Practical writing styles; Revision of traditional writing styles

Assessment

1. Portfolio of written tasks
2. Oral Presentations
3. Exam

ENGLISH LANGUAGE

Domain: English

Learning Area: English

Course Description

English Language is a course designed for students who are interested in figuring out how English works in our society. This subject offers students a closer look at the subsystems of English, from syllables to syntax, from words to conversational strategies. Topics include studying new ways to form words, how language reflects identity, how society reflects how we use language and how technology is affecting language structure and use. Students will gain a broader understanding of how language works and how English in particular has captured the world's interest.

Main Areas of Study

- Language Features
- Language Creation
- Language Issues in the Media
- Language and Identity

Assessment

Short answer tests; Analytical Commentary (analysis); Essay; Research Assignment; Oral Presentation; Exam

INTRODUCTION TO HEALTH & HUMAN RELATIONS

Domain: Health/PE

Learning Area: Physical Education

Course Description

This subject is designed to enable students to develop an understanding of the body systems and their role during exercise. It will provide students with the knowledge of sports specific fitness components, assessment procedures and training methods which can be implemented to develop these components. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. It will give the students an opportunity to customise an individual training program in order to improve their personal fitness. This subject is suited to students who are interested in personal fitness and well-being, but also those who are looking towards a pathway of study involving Physical Education or Health at the Senior School level.

Main Areas of Study

Health, Youth Health, Fitness and Well-being

Assessment

Attitude and Participation; Skill Development; Workbook, including personal evaluations and hand-outs; Tests and End of Semester Exam

PHYSICAL EDUCATION

Domain: Health/PE

Learning Area: Physical Education

Course Description

This is a practical unit that is offered for both girls and boys and classes will be gender specific wherever possible. The focus of this unit is to provide a wide range of sports and physical activities where students will get the opportunity to apply previously learned skills in a host of different games. There will be a core set of sports/activities, however individual classes will get the opportunity to select other sports/activities that are of interest to them.

Main Areas of Study

Basketball, Netball, Football, Volleyball, European Handball, Badminton, Indoor Soccer/ Hockey / Cricket, Baseball / Softball, Minor games

Assessment

Attitude and effort; Skill development; Participation, Tests

AUSTRALIAN RULES FOOTBALL - BOYS

Domain: Health/PE

Learning Area: Physical Education

Course Description

This unit is designed for both males and females and offers students the opportunity to develop their Australian Rules Football knowledge, skills and tactics in both practical and theoretical sessions. If enrolments are sufficient the classes will operate as a female only and male only class. Students will participate in intensive training in all aspects of the sport and the principles of elite training and performance will be taught in this subject. Aspects of the course include Fitness, Skill Development, Tactics and Set Plays, Diet and Nutrition, Positional play, Coaching, Umpiring and Video Analysis.

Main Areas of Study

Fitness, Skill Development; Tactics and Set Plays; Diet and Nutrition; Positional play; Coaching; Umpiring and Video Analysis

Assessment

Analysis of Skill and Game Performance; Course Logbook; Assignments Test; Exam

AUSTRALIAN RULES FOOTBALL - GIRLS

Domain: Health/PE

Learning Area: Physical Education

Course Description

This unit is designed for females and offers students the opportunity to develop their Australian Rules Football knowledge, skills and tactics in both practical and theoretical sessions. Students will participate in intensive training in all aspects of the sport and the principles of elite training and performance will be taught in this subject. Aspects of the course include Fitness, Skill Development, Tactics and Set Plays, Diet and Nutrition, Positional play, Coaching, Umpiring and Video Analysis.

Main Areas of Study

Fitness, Skill Development; Tactics and Set Plays; Diet and Nutrition; Positional play; Coaching; Umpiring and Video Analysis

Assessment

Analysis of Skill and Game Performance; Course Logbook; Assignments Test; Exam

OUTDOOR EDUCATION

Domain: Health/PE

Learning Area: Physical Education

Course Description

This course aims to introduce students to the outdoor environment and the recreational, educational, commercial and conservational uses of natural outdoor areas. Students will be offered the opportunity to participate in a number of adventure and recreational activities associated with a wide range of outdoor environments. The course will focus on a number of areas including: First Aid and Survival, Water Safety, Mapping, Orienteering, Initiative Activities, Bushwalking, Canoeing, Camping, Camp craft, Sail boarding, Cycling, Swimming, Environmental Issues and Minimal Impact Practices. Students can also complete some of the Duke of Edinburgh Award scheme using their experiences and practices in this subject to qualify for the skills, physical fitness and expedition components of this award.

Main Areas of Study

First Aid and Survival; Outdoor Areas and Uses; Navigation; Environmental Issues; Minimal Impact Practices; Swimming; BushWalking; Safety in the Outdoors; Sail Boarding; Menu Planning; Camping,

Assessment

Tests Skills; Analysis; Oral Presentation; Assignments; Teaching Peers an Outdoor Skill; Exam

DOLLARS AND SENSE

Domain: Humanities

Learning Area: Business Studies

Course Description

This Learning Unit is based on the need for personal financial planning. It has been widely recognised by government and financial service providers that many people in the community do not have the financial skills to create personal wealth and achieve personal financial independence. During this unit, students will consider the importance of personal financial planning and the elements of a good financial plan. They will then explore the possibilities for personal investment which will include real estate, shares and interest bearing deposits. They will develop an awareness of the strengths and weaknesses of each form of investment and strategies that they can pursue to make investments in these areas.

Main Areas of Study

Functions of money in our society; Establishing personal financial goals; Preparing a personal financial plan; Avenues for personal investment; Taxation implications of investment decisions; How to obtain the information to make personal investment decisions; Personal record keeping.

Assessment

An investigative report analysing investment options; Maintaining a hypothetical share portfolio; Homework exercises; Topic tests; Exam

LAW AND ORDER

Domain: Humanities

Learning Area: Business Studies

Course Description

This course is designed to inform students of their interactions with the law. Students will examine Australia's legal system, including the importance and origins of law in Australia. This unit will develop decision-making and participative skills as students participate in courtroom roles to determine an outcome of a case. The topics covered lend themselves to active discussion of legal issues and cases, and students should therefore gain an understanding of their own rights as they relate to the law.

Main Areas of Study

Australia's Legal System; Our Rights and Responsibilities in the Legal System; Criminal Law and Road Laws

Assessment

Multi-media presentation; Weekly quizzes, Major assignment; End of Unit exam.

GEOGRAPHY

Domain: Humanities

Learning Area: Humanities

Course Description

Year 10 Geography is really based upon where things are found over earth space and why. The course aims to provide students with a spatial study dealing with concepts that include examples from overseas and within Australia. We include emphasis upon both Human and Natural elements of Geography.

Main Areas of Study

1. What is a disaster and a study of major overseas natural and human disasters through history
2. Earthquakes and Volcanoes – the causes, the effects and the way such disasters can be managed
3. Bushfires – what factors influence their severity and how to minimize their impact on our environments
4. Fieldwork – which will be based upon a visit to the Melbourne Docklands
5. Students will use and apply geographical terminology and skills, such as map reading and drawing, interpreting of photos, statistics and satellite images.

Assessment

Assessment is continual throughout the semester over all classwork. The major assessment tasks for the Unit will be:

- Disasters Research Report
- Fieldwork Report
- Learning Portfolio
- Examination

PSYCHOLOGY

Domain: Science

Learning Area: Science

Course Description

Psychology is the scientific study of the human mind and behaviour. Psychologists study everything about the human experience from the basic workings of the human brain to consciousness, memory, reasoning and language, to personality and mental health. This course seeks to provide students with an introduction to the psychological concepts developed in greater depth in VCE Psychology. This is an opportunity for the curious student to better understand why humans think and act the way they do.

Main Areas of Study

Brain biology, Pseudosciences ('fake' psychology), Ethical issues in human research, Intelligence (eg IQ testing & theories), Personality (eg traits, theories, tests, Freud), Clinical Psychology, Abnormal Psychology (eg hoarding), Forensic Psychology (eg Hate crimes, cults, serial killers) and Research methodology.

Assessment

- Class work (assignments & presentations)
- 2 Research Tasks – one per term
(There may be some scope for students to select a research investigation on a topic of their choice from within the course framework.)
- Topic quizzes
- Semester Exam

INFORMATION TECHNOLOGY 1

Domain: Information & Communications Technology

Learning Area: Information Technology

Course Description

In this unit, students will expand on their knowledge of how ICT can be used to develop a deeper understanding of issues and topics related to the world of work. They will have hands on experience in data manipulation while accessing and creating flow charts and Gantt charts to manage collaborative tasks. Students will further develop multimedia and web design skills, as well as work with data management programs. Some of the software we will be using will range from Dreamweaver, Publisher, Movie Maker and MS Producer for web design and interactive multimedia presentations. Excel and Word for data management work. Students will be introduced to basic networks, programming and scripting. VCE Units which follow: VCE Information Technology 1 and 2 in Year 11 VCE IT Applications 3 and 4 in Year 12 or as acceleration units in Year 11 VCE Software Development 3 and 4 in Year 12

Main Areas of Study

ICT for visualising thinking; ICT for creating; ICT for communicating.

Assessment

Portfolio of tasks that demonstrate skill development; Research activities and homework tasks; Collaborative team projects; Exam

INFORMATION TECHNOLOGY 2

Domain: Information & Communications Technology

Learning Area: Information Technology

Course Description

In this unit, students are going to investigate the nature of information products, needs of target audiences and codes and conventions related to the creation of these and then put this knowledge to practice by creating products themselves. (Programs will range from databases to web authoring software). We will be evaluating the uses of software currently on the network and identifying key features and functions of these. There will be an emphasis on networks, hardware and data management as well as an introduction to program development. Research activities will focus on communication systems and emerging technologies. VCE Units which follow: VCE Information Technology 1 and 2 in Year 11 VCE IT Applications 3 and 4 in Year 12 or as acceleration units in Year 11 VCE Software Development 3 and 4 in Year 12

Main Areas of Study

ICT for visualising thinking; ICT for creating; ICT for communicating.

Assessment

Portfolio of tasks that demonstrate skill development; Research activities and homework tasks; Collaborative team projects; Exam

FRENCH 1

Domain: Languages

Learning Area: French

NOTE: Students wishing to study VCE French are advised to study both French 1 and French 2 in Year 10 as a one year course.

Course Description

The focus will be on communicative skills to enhance the student's ability to speak, read and write in French. Through a wide range of learning activities, students will also develop effective listening skills.

The students will continue to develop their skills through role plays, games, the study of film clips, songs and short drama performances.

Prerequisite: Year 9 French

Main Areas of Study

The main topics studied are Daily Life, Work Experience and the World of Work, Formal Writing, Healthy Lifestyles, French Explorers, The French Connection in Victoria (including the history of the Alliance Française in Melbourne), Nancy Wake, Extending Speaking.

Assessment

- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Workbook
- Research projects
- Exam

FRENCH 2

Domain: Languages

Learning Area: French

NOTE: Students wishing to study VCE French are advised to study both French 1 and French 2 in Year 10 as a one year course.

Course Description

To consolidate skills acquired in Semester 1 French. The emphasis this Semester is on the communicative skills of speaking and writing. The students will continue to develop their skills through role plays, games, the study of film clips, poetry, songs and short drama performances.

Prerequisite: Year 10 French 1

Main Areas of Study

The main topics studied are Going Out, Hobbies and Activities, Contemporary French History, Montmorency in France, Morocco, Film Study, Holiday Destinations, Québec, Regional Housing.

Assessment

- Listening tasks
- Speaking tasks
- Reading tasks
- Writing tasks
- Research
- Exam

NOTE: FRENCH 1 & 2 HOMEWORK

Students will at times be required to complete set tasks (cultural research assignments, grammar worksheets, complex verb tenses and grammar, the writing of dialogues, and the practice of vocabulary and grammar) as well as completing any unfinished class work.

JAPANESE 1

Domain: Languages

Learning Area: Japanese

Course Description

Language learning is a linked, evolving process. A six month break in language learning is significantly disruptive and detrimental in progress. Students wishing to study VCE Japanese are strongly advised to study both Japanese 1 and 2 in Year 10. The course is built on Year 7-9 Japanese. While emphasis is placed on communicating in Japanese in a variety of everyday situations, reading and writing in Hiragana and Katakana is reinforced and additional Kanji is introduced.

Main Areas of Study

Topics covered include Summer holidays; School and study; Shopping; Describing daily activities and schedules; Writing a letter to pen-friends

Assessment

Listening skills (comprehension of conversation and speech); Speaking skills (conversation, interview, role-play, speech); Reading skills (script recognition and comprehension); Writing skills (sentence writing, script writing, grammar, production of a letter); Exam

JAPANESE 2

Domain: Languages

Learning Area: Japanese

Course Description

Language learning is a linked, evolving process. As a six month break in language learning is significantly disruptive and detrimental in progress, students wishing to study VCE Japanese are strongly advised to study both Japanese 1 and 2 in Year 10. The course is built on Year 7-9 Japanese. While emphasis is placed on communicating in Japanese in a variety of everyday situations, reading and writing in hiragana and katakana is reinforced and additional kanji is introduced.

Main Areas of Study

Topics covered include Giving and receiving presents on special occasions; Family; Outing; Clothing; Housing

Assessment

Listening skills (comprehension of conversation and speech); Speaking skills (conversation, interview, role-play, speech) Reading skills (script recognition and comprehension); Writing skills (sentence writing, script writing, grammar, production of a letter; Exam

MATHEMATICS SUPPORT

Domain: Mathematics

Learning Area: Maths

Course Description

This subject is designed for students who are taking either Mathematical Methods 10 or General Mathematics 10. It will run for one semester and will provide support for students who have difficulty grasping mathematical concepts.

It will provide tutorial-style lessons that will parallel the mathematics electives that run during the semester and provide skill based activities that will reinforce the required skills at Year 10 Level. Students who undertake this course, should be prepared to engage effectively in class and maximise their opportunity to attain the best result in their core mathematics subject.

Main Areas of Study

As per Mathematical Methods or General Mathematics Methods.

Assessment

No formal assessment will be given, although the course will benefit students to attain higher levels of achievement in their core mathematics elective.

MATHEMATICS ADVANCED

Domain: Mathematics

Learning Area: Maths

Course Description

This subject is designed for students who are interested in taking Specialist Mathematics (Units 1&2) and Mathematical Methods (Units 1 &2) in VCE. The course will run for one semester and further extend the skills covered in the Year 10 Mathematical Methods course in order to give the student a better grounding for VCE.

Students who wish to take this course must have a demonstrated ability to engage well in class at Year 9 level and achieve at least a 'B' average in their test scores. Although not a prerequisite, students who have taken the Year 9 Challenge Mathematics course, will find this subject engaging and beneficial for their high-level mathematical skill development.

Main Areas of Study

As per Mathematical Methods or Specialist Mathematics.

Assessment

Investigative Tasks, End of unit Assessments, End of Semester Examination

DRAMA

Domain: The Arts

Learning Area: Drama

Course Description

In preparation for VCE theatre studies, students will explore modern and post-modern theatre by studying a selection of famous Method actors and the conventions of these theatre styles such as Brecht, Artaud's Theatre of Cruelty and Neutralism. Students will perform the script Rebel Without A Cause, Edward Scissorhands, Cabaret and Grease.

Main Areas of Study

Biographies of Method Actors; Study of Stanislavski's Method acting techniques; Performance conventions and Script studies.

Assessment

Progress in practical workshops; Performance; Research Project – Theatre Styles.

SCRIPT WRITING AND PERFORMANCE

Domain: The Arts

Learning Area: Drama

Course Description

Students will research an issue relevant to teenagers, such as risk-taking behaviour, bullying and body image. They will research, write, workshop, rehearse and perform a series of mini-plays exploring this issue. The performance will be to a wider audience.

Main Areas of Study

Study of teenage issues and acting performance techniques.

Assessment

Progress in Practical workshops; Individual script for small group play; Journal; Contribution to whole-class play script; Performance before an audience; Written Evaluation.

MEDIA: FILM AND TV

Domain: The Arts

Learning Area: Media

Course Description

This course involves students in understanding and applying basic issues of communication and media presentation; including some film/TV analysis and learning practical aspects of Television, Film and Audio/Visual presentation. It will answer such questions as:

1. How does film and TV tell 'stories' (narrative formats)?
2. How does media communicate with audiences?
3. What is involved in the preparation of a concept and script?
4. How do I operate production equipment such as video cameras, audio recording gear and editing equipment?
5. How do I organise a cast and crew?
6. Who is the audience for the final production?

Main Areas of Study

Students will learn the basics of a range of video camera techniques and editing processes. The latter will include the use of computers for audio visual products. In addition the course offers experience in the analysis and interpretation of media products. They will gain insight into the hidden messages in media products, understand some of the historical developments in media and analyse the ways films are constructed.

Assessment

- Group production activity. Students will be introduced to TV Drama and Documentary styles. All aspects of production will be covered at a basic level. E.g. scripting, storyboarding, casting, set design, acting, audio and music tracks, graphics, interview techniques, and editing
- Assignments
- Classwork
- Practical production
- Exam

MEDIA: PHOTOGRAPHY

Domain: The Arts

Learning Area: Media

Course Description

This unit has been designed to give students a basic grounding in photography and the print media. Some time is devoted to how these media fit within communication theory. Activities include:

- Introduction to photographic processes including photography without a camera and digital imaging
- Introduction to elements and principles of design, as related to design and photographic composition
- Production of a photographic folio of works including a series on a theme.
- Layout of a magazine and/or newspaper front page, with at least four pages of content
- Basic still digital camera skills development,.

Main Areas of Study

Photo journalism; Visual communication; History of photography; History and development of printing.

Assessment

- Production activities
- Individual photographic folios
- A major research assignment
- Exam

MUSIC PERFORMANCE 1

Domain: The Arts

Learning Area: Music

Course Description

This is a practically based music unit designed to build on students own music. Students are encouraged to involve themselves in different styles of performance, and how to make constructive criticism to themselves and others. reviews, written music theory and aural studies, composition and arrangement and music analysis.

Main Areas of Study

Students will undertake a number of solo and group performances, technical and sound & lighting skill development, as well as a research project, written music theory and aural work, music analysis and some composition/arrangement.

Assessment

Assessment will include on-going performance assessment throughout the semester, class participation, composition and music analysis projects, end-of-semester solo and group performances and a written examination.

MUSIC PERFORMANCE 2

Domain: The Arts

Learning Area: Music

Course Description

This is a practically based music unit designed to build the necessary music skills required to attempt VCE Music Performance. Students need to play an instrument or studey voice in order to enrol in this subject. Individual music lessons are also highly recommended. The course will also involve performance reviews, written music theory and aural studies, composition and arrangement and music analysis.

Main Areas of Study

Students will undertake a number of solo and group performances, technical and sound & lighting skill development, as well as a research project, written music theory and aural work, music analysis and some composition/arrangement.

Assessment

Assessment will include on-going performance assessment throughout the semester, class participation, composition and music analysis projects, end-of-semester solo and group performances and a written examination.

ART 1 – DRAWING, PAINTING & SCULPTURE

Domain: The Arts

Learning Area: Visual Arts

Course Description

Creating

Students create artworks demonstrating development of a personal style. Students are introduced to a wide variety of art techniques and working methods in both two dimensional and three dimensional Art forms. Art forms include drawing, painting, collage, mixed media, ceramics and sculpture. Students will develop, structure and present artworks appropriate to chosen styles. Students will also have the opportunity to pursue work in their chosen area of interest. A visual diary is used to record visual research, sketches, design explorations and material experiments.

Responding

Students explore artists, artworks and selected periods of Art History in relation to their practical projects, with a special focus on Indigenous and Australian Art and artists. Students visually analyse artworks in terms of subject matter, style, materials and techniques and art elements and principles.

Areas covered in the subject include Art Elements & Principles, Sketching and Idea Development, Visual Research, Annotation, Artwork Analysis.

Main Areas of Study

Drawing (Pencil, Pen, Charcoal, Ink, Pastel); Painting (Spray paint, Acrylic, Watercolour); Mixed media techniques (Collage, ICT, Assemblage, Installation); Sculptural Modelling (Ceramics or Plaster); Australian, Indigenous and international artists and artworks

Assessment

Finished artworks; Folio; Artwork analysis & research

ART 2 - 2D & 3D ART FORMS

Domain: The Arts

Learning Area: Visual Arts

Course Description

Creating and making: students create artworks demonstrating development of a personal style. Students are introduced to a wide variety of 20th Century Art techniques and working methods in both 2D and 3D Art forms. Art forms include drawing, painting, printmaking, collage, mixed media, ceramics and sculpture. Students will structure and present artworks appropriate to chosen 20th Century Art Styles. Students will also have the opportunity to pursue work in their chosen area of interest. **Exploring and responding:** focuses on the development of a broad knowledge and understanding of 20th Century Art Styles. A visual diary is used to record notes, text exercises, research, sketches, design explorations and material experiments.

Main Areas of Study

Post Impressionism; Fauvism; Expressionism; Cubism; Pop Art; Post Modernism.

Assessment

Folio of Practical Work; Visual Diary; Artwork Analysis; Written Exam.

VCD 1 – ARCHITECTURAL & PRODUCT DESIGN

Domain: The Arts

Learning Area: Visual Communication

Course Description

Focus: Architectural Design, Product Design

1. **Creating and Making:** Students use the design process to respond to a range of briefs in the areas of architectural design and product design.
2. Students develop a knowledge of the use and application of a range of drawing methods and conventions relating to architectural and product design including plan, elevations, orthogonal and paraline drawing. Students will use both manual and computer aided means to create final presentations, and learn to choose the most appropriate drawing system that will communicate the required information. Students use their visual diaries to record observations and ideas for designs and develop their design and technical skills when producing final presentations.
3. **Exploring and Responding:** Students analyse the characteristics of given visual communications in terms of target audience, design elements and principles. Student complete a research assignment looking at the work of designers in different cultural contexts. They are able to describe the specific factors which have influenced the work of designers.

Main Areas of Study

Visual Communication; Creating Including: Product Design; Landscape Design; Environmental Design; Architectural Design and Illustration; Responding to Visual Communication and Design.

Assessment

Visual Diary; Final Presentation Pieces; Written worksheets and Research assignments, Exam

VCD 2 – GRAPHIC DESIGN & COMPUTER ILLUSTRATION

Domain: The Arts

Learning Area: Visual Communication

Course Description

Focus: Design and Illustration

1. **Creating and Making:** Students use the design process to respond to a range of briefs in the areas of graphic design and computer illustration.
2. Students develop a knowledge of the use and application of typography, image, digital programs for design and technical drawing using manual and computer aided means.
3. Students learn a variety of drawing and rendering techniques and computer aided design methods which enable them to develop their skills in two and three dimensional drawing. Students produce final presentations which demonstrate technical skill and the ability to follow the design process. Students will be able to use a range of computer graphics programs to present final pieces, including Adobe Photoshop, Illustrator, Indesign. Students use their visual diaries to record observations and ideas for designs and develop their design and technical skills when producing final presentations.
4. **Exploring and Responding:** Students analyse the characteristics of given visual communications in terms of target audience, design elements and principles. Student complete a research assignment looking at the work of designers in different cultural contexts. They are able to describe the specific factors which have influenced the work of designers.

Main Areas of Study

Visual Communication Creating Including: Cartoon and Fashion Design; Advertising and Promotional materials, Magazine and Packaging Design; Responding to Visual Communication and Design.

Assessment

Visual Diary; Final Presentation Pieces; Written worksheets and Research assignments, Exam