

YEAR 10

Curriculum Handbook 2023



2023





YEAR 10 INTRODUCTION

A foundation year for VCE. The program at Year 10 provides all students with a firm foundation in the major disciplines.

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

Firbank has recognised that learning is not restricted to the classroom, and therefore the Year 10 Horizons program is an essential component of the curriculum at Year 10. Over the course of the year, the students will participate in the Year 10 Horizons Outdoor Education Program and the Horizons Community Service Program. These opportunities will extend and challenge the students' perceptions of themselves and others.

Formal examinations in all subjects are held at the end of each semester to give students valuable preparation for VCE examinations.

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

YEAR 10 2023 CURRICULUM OVERVIEW

CORE CURRICULUM

ENGLISH or ENGLISH AS
AN ADDITIONAL LANGUAGE*

HISTORY

MATHEMATICS

SCIENCE

HEALTH AND PHYSICAL EDUCATION

CO-CURRICULAR

HORIZONS
(OUTDOOR EDUCATION)

HORIZONS
(COMMUNITY SERVICE)

ELECTIVE CURRICULUM

(Choice of 18 semester-length units
Not all options may run and some may
be offered online)

APPLIED COMPUTING
(VCE UNIT 1 AND 2)

APPLIED DIGITAL TECHNOLOGIES

BE YOUR OWN BOSS

CITIZENS AND THE LAW

DANCE
(VCE UNITS 1 AND 2)

DIGITAL MEDIA – INDUSTRY PRACTICE

DRAMA

ENGLISH LANGUAGE STUDIES*

RELIGION AND SOCIETY
(VCE UNIT 1 AND 2)

FOOD STUDIES

GEOGRAPHY

GLOBAL POLITICS
(VCE UNIT 2)

HISTORY: MOVEMENTS FOR CHANGE

LITERATURE

MUSIC

POLITICS
(VCE UNIT 1 – IDEAS, ACTORS AND POWER)

PSYCHOLOGY

LANGUAGES
(must be selected for both semesters)

- FRENCH
- GERMAN
- CHINESE
- CHINESE FIRST LANGUAGE
(VCE UNITS 1 AND 2)
- CHINESE SECOND LANGUAGE
- CHINESE SECOND LANGUAGE ADVANCED:
VCE UNITS 1 & 2

VISUAL ARTS
(must be selected for both semesters)

- ART UNIT 1 (ART @ 21: ARTIST IN THE STUDIO)
- ART 2 (ART AROUND THE 3D STUDIO)
- VISUAL COMMUNICATION DESIGN

*By recommendation of the Department of Student Services

CORE CURRICULUM

ENGLISH

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

AREAS OF STUDY

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

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

ASSESSMENT

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

ENGLISH AS AN ADDITIONAL LANGUAGE* (EAL)

*By recommendation of the Department of Student Services.

EAL replaces English classes for students whose first language is not English. Students are deemed eligible for EAL through assessment by the Department of Student Services on recommendation from a teacher or request from parents or guardians.

EAL classes provide the opportunity for students to improve their English language proficiency in smaller classes with a specialist teacher. The small classes provide students with a supportive environment where they can feel secure in practising their developing English language skills.

AREAS OF STUDY

The course commences with a creative writing unit on 'True Crime' which includes multiple text types, including short stories, feature articles and podcasts.

Students go on to study George Orwell's novel 'Animal Farm' with a focus on persuasive language and its usage.

In Semester Two, the students begin by reading and comparing short stories from a range of collections which explore growing up in Australia. These texts reflect the diverse experiences of Australian people.

Students conclude the year with a film study and a persuasive oral presentation task.

Throughout the year, there is a focus on developing writing skills and building vocabulary.

ASSESSMENT

The EAL curriculum adopts similar assessments to Year 10 English, with appropriate modifications. Students are assessed against EAL criteria in line with the Victorian Curriculum.

HISTORY

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

AREAS OF STUDY

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

Overview content for the making of the modern world includes:

- The inter-war years: 1918–39
- The impact of significant global events and changes on Australian society

The key areas studied are:

- Rights and freedoms; experiences of Indigenous Australians in the twentieth century
- The aftermath of World War One and the rise of extremism in Nazi Germany
- Causes and events of World War Two

ASSESSMENT

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



MATHEMATICS

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

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

There are three different levels of Mathematics in Year 10:

- **Level 1 (Advanced Mathematics)**
Students at this level generally demonstrate a particularly high level of proficiency in Mathematics. Typically, students at this level undertake the study of concepts from the Year 10 Victorian curriculum at an advanced level to study Units 1 and 2 Mathematical Methods in Year 11.
- **Level 2 (Standard)**
Students at this level cover the standard Year 10 curriculum. Students at this level have the option to study General Mathematics in Year 11.
- **Level 3 (Foundation)**
Students at this level cover a less rigorous Year 10 curriculum with emphasis on the skills required for General Mathematics or Foundation Mathematics in Year 11. For students not intending to undertake a Unit 3 and Unit 4 Mathematics, this level provides the option of selecting Foundation Mathematics Units 3 and 4 in Year 11. These students will typically finish studying Mathematics in Year 11. Level 4 Mathematics also provides students with the option of selecting General Mathematics Units 1 and 2 in Year 11 (which leads onto General Mathematics Units 3 and 4 in Year 12).

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

AREAS OF STUDY

LEVEL 1

Number and algebra

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

Measurement and geometry

- use of symbolic notation to develop algebraic expressions and represent functions, relations and equations
- substitution into and manipulation of these expressions
- recognition of equivalent expressions and simplification of algebraic expressions involving different forms of polynomial and power functions, the use of distributive and exponent laws applied to these functions and manipulation from one form of expression to an equivalent form
- use of parameters to represent families of functions and determination of rules of simple functions and relations from given information
- transformations of the plane and application to basic functions and relations by simple combinations of dilations (students should be familiar with both 'parallel to an axis' and 'from an axis' descriptions), reflections in an axis and translations, including the use of matrices for transformations
- the connection between the roots of a polynomial function, its factors and the horizontal axis intercepts of its graph, including the remainder, factor and rational root theorems
- solution of polynomial equations of low degree, numerically (including numerical approximation of roots of simple polynomial functions using bisection), graphically and algebraically

- solution of a set of simultaneous linear equations (geometric interpretation only required for two variables) and equations of the form $f(x) = g(x)$ numerically, graphically and algebraically

Calculus

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

Statistics and probability

- random experiments, sample spaces, outcomes, elementary and compound events
- simulation using simple random generators such as coins, dice, spinners and pseudo-random generators
- using technology, and the display and interpretation of results, including informal consideration of proportions in samples
- probability of elementary and compound events and their representation as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams
- the addition rule for probabilities and relation to mutual events
- conditional probability in terms of reduced sample space
- the law of total probability for two events
- probability and the relation of pairwise independent events

LEVEL 1 AND 3

Number and algebra

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

Measurement and geometry

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

Statistics and probability

- chance
- data representation and interpretation

ASSESSMENT

Students undertake varied forms of summative and formative assessment during the course of the year that are course specific: tests, problem-solving and modelling tasks, open ended assessments, application and analysis tasks are a few to list.

VCE Mathematics:

Students can undertake the study of one or more Mathematics study courses offered by VCAA. The study choice depends on the Mathematics course completed at Year 10 level.

Note: It is a recommendation that VCE students do pursue at least one Mathematics study although it is not an expectation.

Courses to choose from

- Foundation Mathematics (Units 1-4)
- General Mathematics (Units 1-4), formerly known as Further Mathematics
- Mathematical Methods (Units 1-4)
- Specialist Mathematics (Units 1-4)

STUDY OUTLINE

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Specialist Mathematics Units 1–4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

ASSESSMENTS

Units 1 and 2

For units 1&2 Mathematics studies there are periodic assessments that students undertake as part of their learning to meet the VCAA outcomes for the course. Whilst it is important that students complete all stipulated outcomes, these scores do not count towards VCE study score.

The assessments are Summative and/or Formative and are varied in form of:

- Topic Tests
- Open and closed ended assessments by way of Problem Solving, Analysis and Modelling tasks (including projects)
- Mathematical Investigation Task

Units 3 and 4

School-based assessments for Units 3 & 4 Mathematics studies: There are VCAA-guided SAC's that students undertake as part of their learning to meet the VCAA outcomes for the course. The performance in these assessments counts towards the calculation of the final study score of each of the study courses.

External Assessments for Unit 3 & 4 Mathematics studies: Besides the SAC work, all Unit 3 & 4 students undertake the VCE examination for their respective study in Oct–Nov and this exam performance also contributes towards the calculation of the study score

POSSIBLE COMBINATIONS OF MATHEMATICS UNITS AT FIRBANK

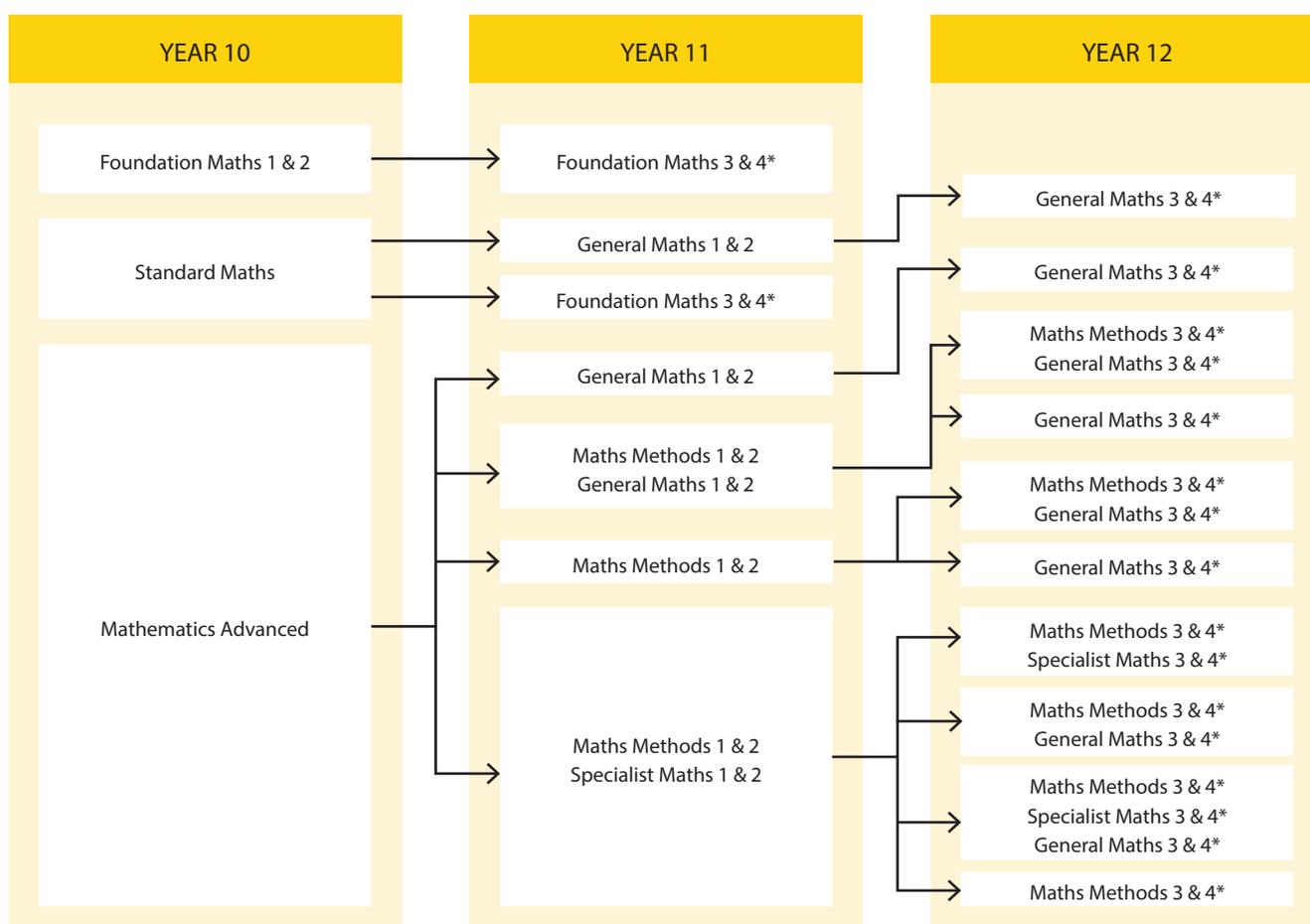
UNITS 1 and 2

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- General Mathematics and Mathematical Methods
- Mathematical Methods
- Mathematical Methods and Specialist Mathematics
- Mathematical Methods and Specialist Mathematics

UNITS 3 and 4

- Foundation Mathematics
- General Mathematics or Foundation Mathematics
- Mathematical Methods and/or General Mathematics
- General Mathematics and Mathematical Methods
- Mathematical Methods
- Mathematical Methods and Specialist Mathematics
- General Mathematics or Mathematics Methods and Specialist Mathematics.

COURSE	UNIT 3 SAC	UNIT 4 SAC	UNIT 3 & 4 SAC
Foundation Mathematics Non-CAS Course	40%	20%	40% (One Examination) Scientific Calculator and notes
General Mathematics	24%	16%	60% (Two Examinations) Exam 1: 20% CAS and notes Exam 2: 40% CAS and notes
Mathematical Methods	20%	20%	60% (Two Examinations) Exam 1: 20% Exam 2: 40% CAS and notes
Specialist Mathematics	20%	20%	60% (Two Examinations) Exam 1: 20% Exam 2: 40% CAS and notes



*It is recommended that students only undertake a maximum of two (2) VCE Maths courses with Units 3 & 4

HEALTH

The course acknowledges that at this stage of their development, young people are becoming more independent and preparing to find their own way in the world by making their own choices and acknowledging the consequences of these choices.

AREAS OF STUDY

- Mindfulness and meditation
- Self-regulation and decision making
- Harm minimisation, safe and protective behaviour – sexual health, self-defence, drugs and alcohol choices, mental health, nutrition, recreation and relaxation
- Emotional literacy and personality
- Respectful relationships

ASSESSMENT

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

PHYSICAL EDUCATION

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

AREAS OF STUDY

Students participate in a range of units including:

- Invasion games
- Thunderhoc
- Self-defence
- Dance
- Intro to golf
- Fast 5 netball

A key part in the Year 10 Curriculum is a coaching unit. This involves students being placed in teams to develop a sport-specific coaching session to deliver to their peers and ultimately Turner House students. An online 'Community Coaching Principles' Certificate will be achieved throughout this process, and students will have the opportunity to develop their leadership skills.

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

ASSESSMENT

Assessment is based on class participation, effort and practical assignments.

SCIENCE

Year 10 Science follows the Victorian Curriculum: Science. Science at Year 10 enables all students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues and to succeed in science-related careers.

With a focus on practical and experiential learning using a range of current technologies, students gain experience and understanding in the three main areas of study: Biology, Chemistry and Physics, as well as developing scientific literacy, critical and creative thinking skills, and challenging themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices.

ASSESSMENT

Demonstration of learning outcomes is based on students' performance on a selection of assessment tasks. Assessment tasks may include:

- student-designed and/or adapted and/or extended practical investigation
- practical activities or investigations
- multimedia presentation
- media response
- oral presentation
- annotated poster
- data analysis
- problem solving
- tests and examinations involving multiple choice and/or short answer and/or extended response

Biology

In Biology, students will learn about DNA and its role in controlling the characteristics of organisms. The exploration of natural selection and evolution will also be covered in this unit.

Topics:

- DNA the molecule
- Characteristics and inheritance
- Gene technology
- Diversity of life
- Natural selection

Chemistry

Students will study the structure of the atom and the properties of common elements. There is considerable opportunity for practical work while

studying chemical reactions and investigating concepts such as combustion, corrosion, decomposition, acid reactions and precipitation.

Topics:

- Atoms and elements
- Periodic table
- Properties of elements
- Chemical equations
- Energy and the rate of reactions

Physics

The Physics area of study will focus on the qualitative and quantitative relationship between distance, speed and time as well as the relationship between force, mass and acceleration. Students will apply the law of conservation of energy and analyse the efficiency of common household appliances. With an understanding of Newton's laws of motion, students will then learn about the features of the universe and its formation.

Students will study in detail major features such as galaxies, stars, solar systems, nebulae and the Big Bang theory.

Topics:

- Kinematics
- Newton's Laws of Motion
- Energy conservation
- Stars, colours and brightness
- Electromagnetic Spectrum
- Big Bang theory

CO- CURRICULUM

HORIZONS (OUTDOOR EDUCATION)

The outdoor education options offer the students a range of opportunities that will allow them to build and expand on their previous experiences in the outdoors. Students will have the chance to take ownership of their learning and elect which program they would like to participate in.

Each program has been designed to offer different challenges and experiences which will provide valuable opportunities for personal growth and extend students' understanding of themselves and their social and physical environments.

Details of the program will be published closer to the time of the program.

HORIZONS (COMMUNITY SERVICE)

Students develop personal and social capability as they learn to understand themselves and others, as well as manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices, including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Details of the program will be published closer to the time of the program.

ELECTIVE CURRICULUM

Choice of 18 semester-length units, not all options may run depending on student choice.

VCE APPLIED COMPUTING (VCE UNITS 1& 2)

Students applying for any VCE Unit 1 and/or 2 Course will be need to meet the minimum GPA requirement and have approval from Director of Learning and Head of Department.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology skills.

Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Students are exposed to Information Technology concepts and tools that provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, games development, software engineering and telecommunications and other careers relating to and incorporating digital technologies.

VCE APPLIED COMPUTING (UNIT 1)

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions.

AREAS OF STUDY

Data Analysis

Students use software tools to create data visualisations in response to provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams.

They examine the features of different design tools to represent the functionality and appearance of software solutions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected. They also focus on the appropriate functions and techniques to manipulate and validate data and to make use of suitable formats and conventions.

Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations.

Programming

Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

A project plan is prepared to support an organised approach to problem solving. Students use software to record the identification and sequencing of tasks, time allocation, dependencies, milestones and critical path. They record and monitor the progress of their working solution throughout the stages of the problem-solving methodology. Students do not have to use dedicated project management software.

VCE APPLIED COMPUTING (UNIT 2)

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

AREAS OF STUDY

Innovative solutions

Students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

The innovative solution may take the form of a proof of concept, prototype or product. Students choose one of the following topics to explore in greater detail:

- artificial intelligence, machine learning or neural networks
- assistive and wearable technologies or Internet of Things (IoT)
- creating with digital systems such as drones, microcontrollers, nanosatellites and robotic devices
- games development, multimedia programming or web authoring
- mixed realities such as augmented and virtual reality
- investigation/research project on innovative uses for emerging technologies such as blockchain
- any other innovative digital solution

Network security

Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks and propose strategies for reducing security risks.

Students apply systems thinking skills when designing LANs and proposing strategies for reducing security risks.

ASSESSMENT (VCE UNITS 1 & 2)

- 2 Outcomes per semester
- Examination each semester

APPLIED DIGITAL TECHNOLOGIES

Applied Digital Technologies will encourage and challenge students to develop and then apply appropriate 21st century skills that will make them ready for the future. Throughout the semester, students will be shown how to effectively use different digital applications and technology and work on individual and group tasks.

AREAS OF STUDY

We know the basics of how a computer works and how the internet reaches our devices, but how can we keep our data and information safe from the rest of the world?

In this unit of work, students will explore how data can be secured through various methods such as access controls, virus checking, encryption and backups. They will examine malicious code such as computer viruses, malware, adware, Trojans and spyware that are used to commit cyber-attacks. Using their knowledge and skills developed in security challenges, students will look at examples of online purchasing systems for small businesses and look at what needs to be considered when protecting customer information.

Why is data so important in the 21st century?

In this unit, students will continue to develop their Excel skills, which will incorporate a review of basic skills, pivot tables and data mapping, which is a powerful way to present data effectively as information. Students will then apply these skills in a project where collection and analysis of data is completed on a specific issue. They will then present this data as information in an appropriate presentation.

Programming an embedded system is a skill that is used in creating products that humans use. In this unit, students will learn the Python programming language to assist them in creating their own embedded system. Students will choose a project that will use one of two possible electronic kits. They will then design, develop and reflect on their project that will be managed by them, with milestones specified by the teacher.

ASSESSMENT

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

BE YOUR OWN BOSS

This subject introduces students to the reality of being a small business entrepreneur. In order to complete the subject, each student group will be given \$20 of 'seed' capital to create their choice of a business start-up. This course is based on a program developed by the Foundation of Young Australians (FYA) and is modified to suit the needs of Firkbank students.

AREAS OF STUDY

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

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

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

ASSESSMENT

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

DANCE (VCE UNITS 1 AND 2)

The prerequisite is 3 years of regular dance training in any style since the age of 10. Students applying for any VCE Unit 1 and/or 2 Course will be need to meet the minimum GPA requirement and have approval from Director of Learning and Head of Department.

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

AREAS OF STUDY

Unit 1

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

Unit 2

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

ASSESSMENT

Unit 1 Outcomes

- Written reflection and analysis of other choreographic dance works and discussion of influences on their own dance making.
- Choreograph and perform an original duo and group work.
- Perform a learnt group work.
- Demonstrate safe dance practice and describe the physiology of the body.

Unit 2 Outcomes

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

DIGITAL MEDIA (INDUSTRY PRACTICE)

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

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

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

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

The course aims to give students the chance to:

- develop and extend critical and creative thinking skills
- further develop independent planning and organising techniques
- be introduced to film terms and their meanings
- understand the requirements of producing and preparing photo images
- become proficient and master the use of filmmaking equipment and editing software
- storyboard, pre-produce, direct, record and edit their own video projects using digital SLR and video cameras
- replicate working in the screen and media industries
- experiment with Garage Band to create loops and music scores to enhance film moments
- work co-operatively in groups modelling the structure of film crews.

ASSESSMENT

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

DRAMA

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

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

At the end of this semester-long subject, students will be well-informed about whether they wish to carry on into VCE.

AREAS OF STUDY

- Theatre-making
- Interpreting scripts
- Direction
- Design
- Performance
- Theatrical styles

In Year 10, students have the opportunity to:

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

The theatrical styles covered in Year 10 are:

- Non-naturalistic
- Eclectic
- Naturalistic
- Elizabethan

PROFESSIONAL THEATRE VISIT

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

ASSESSMENT

Assessment is process driven, with focus on the student's on-going level of engagement and their openness to respond to the challenges presented along the way.

PERFORMANCE AND WRITTEN EXAMINATIONS

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

Performance exam

The performance exam may be with another student or done as a solo but will always be:

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

Written exam

The written exam is closely linked to the performance and practical work conducted throughout the semester. The student will be tested on:

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

ENGLISH LANGUAGE STUDIES*

*By recommendation of the Department of Student Services.

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

AREAS OF STUDY

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

RELIGION AND SOCIETY (VCE UNIT 1 AND 2)

AREAS OF STUDY

The role of religion in society (VCE unit 1)

Students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time.

They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time.

Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations.

The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

1. The nature and purpose of religion

Students are introduced to the nature and purpose of religion in general, exploring the role of religion in shaping and giving meaning to individuals and communities. Religion has often been drawn on to provide explanations for all phenomena, offering a means for finding answers to the big questions of life and answering such questions. Students examine the aspects of religion in general, and then apply the aspects of religion as a framework to further examine spiritualities, religious traditions and religious denominations.

2. Religion through the ages

Students investigate how society and religion influence each other. They consider the factors that influence the roles of religion and the effects that developments in society might have on religion.

3. Religion in Australia

Students consider spiritualities and religion in Australia, past and present, and the influences on Australian religious composition, in particular from colonisation, migration and secularisation. They explore how the communities and later institutions of these spiritualities, religious traditions and religious denominations perceived themselves and expressed their collective identity in Australia.

ASSESSMENT

Assessment for unit 1 will include a:

- Silent writing task
- Case study
- Research task

AREAS OF STUDY

Religion and ethics (VCE unit 2)

Students applying for any VCE Unit 1 and/or 2 Course will be need to meet the minimum GPA requirement and have approval from Director of Learning and Head of Department.

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition, or religious denomination? What are the principles that guide decision making?

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions within a culture at a particular point in time.

Today, religious and philosophical traditions interact with other sources of authority and moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice. These perspectives and values remain fundamental to many legal and social systems, and to codes of behaviour. They constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist.

In this unit, students study in detail various methods of ethical decision making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

1. Ethical decision making and moral judgement

Introduces the nature of ethical decision making in societies where multiple worldviews coexist. Ethical decision making involves the selection of methods that have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision making and influences on practical moral judgment.

2. Religion and Ethics

Explores religious ethical perspectives and other influences on the formation of moral judgments of at least two spiritualities, religious traditions and/or religious denominations, in societies where multiple worldviews coexist. They also explore how philosophical ideas and religion have influenced each other's understanding of ethics. Certain authorities, values, norms, ideas and ethical principles inform broad ethical perspectives and moral judgments within religious and philosophical traditions. Other aspects of religion – in particular beliefs, texts and sacred stories – inform the decision-making process for religious traditions.

3. Ethical issues in society

Students focus on two or more ethical issues; students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of societies in which multiple religious and non-religious worldviews coexist.

ASSESSMENT

Assessment for unit 2 will include a:

- Research task and role play
- Case study
- Film study

FOOD STUDIES

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

AREAS OF STUDY

Year 10 Food Studies is a semester-long elective which enables students to develop an understanding of the role food plays in our diet, health and wellbeing. Students will investigate the functional role of key nutrients in the body and demonstrate their knowledge through the planning and preparation of specific meals. Students will also explore the physical, sensory and chemical properties of key foods and the impact of food preparation and processing. Students will develop the knowledge to read and understand food labels and use this knowledge to explore current food trends. Finally, students will examine the impact of food marketing as an influence of food purchasing behaviour within the community and investigate food sustainability and food waste. This elective will enhance knowledge and passion for the culinary arts and assist the further development of life-long skills.

Year 10 Food Studies provides an excellent foundation for future studies in Units 1 to 4 of Food Studies or Health and Human Development.

ASSESSMENT

Students will be cooking on a weekly basis throughout the semester, with assessments incorporating both theory and practical components.

GEOGRAPHY

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

AREAS OF STUDY

1. Geographies of human wellbeing

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

2. Environmental change and management

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

ASSESSMENT

A range of tasks include a data analysis task, fieldwork report, research project and the semester examination.

PSYCHOLOGY

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

AREAS OF STUDY

Introduction to Psychology and Research Methodology

- The role of psychologists and specialist areas in psychology
- How to carry out and evaluate psychological investigations using the scientific method

Nervous system and brain function

- Divisions of the nervous system
- Lobes of the brain
- Structure and function of the neuron

Memory

- Models of memory
- Fallibility of memory, with reference to the work of Elizabeth Loftus
- Factors that influence memory retrieval

Theories of behaviour

- Looking at why individuals behave the way they do
- Applying a biopsychosocial model to explain behaviour

Sleep

- Theories of sleep
- Cycles of sleep, including the function of REM and NREM sleep
- Monitoring sleep
- Problems with sleep
- Ways to improve sleep

ASSESSMENTS

- Evaluation of research
- Tests
- Research investigation
- Examination

MUSIC

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

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

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

AREAS OF STUDY

- Performance (solo and group)
- Preparing for performance
- Music language (theory, aural and interpretation)
- Composition

ASSESSMENT

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

POLITICS (VCE UNIT 1)

Students applying for any VCE Unit 1 and/or 2 Course will need to meet the minimum GPA requirement and have approval from Director of Learning and Head of Department. This course is highly recommended for students who are considering taking VCE Global Politics Units 3 and 4 or VCE History Units 1–4 in Years 11 or 12. Ideas, actors and power.

In this semester-length unit, students are introduced to the key ideas related to the exercise of political power. Students will learn how these ideas shape political systems in both liberal democracies such as Australia, and in other types of political systems such as those in China, North Korea and Iran. A feature of this part of the course will be a comparison between how different political systems have responded to the COVID-19 pandemic.

The course will also investigate the influence of key political actors in Australia such as political parties, interest groups and the media.

This unit has a focus on recent events and requires that examples and case studies be from the last 10 years.

AREA OF STUDY

1. Power and ideas

This Area of Study begins with a general introduction to politics and power. Students will learn about the different ideologies that shape political systems such as liberalism, socialism, nationalism, authoritarianism and theocracy. This will form the basis for a comparison between the political systems of Australia and China. Students will also develop an understanding of the political spectrum within democracies that includes the distinctions between 'left' and 'right' viewpoints as expressed by 'progressives' and 'conservatives'.

2. Political actors and power

This Area of Study explores the role of key actors in the Australian political system such as political parties, interest groups and the media. Its key focus is on how each of these actors influence the political agenda in Australia. The role of social media and the 24-hour news cycle are also examined.

Case studies of current and recent issues will be used to develop students' understanding of how government responses are shaped by the influences of these actors. Examples of the issues that may be studied include Australia's responses to climate change, debates about human rights and the process involved in the legal recognition of same-sex marriage.

ASSESSMENT

As a VCE unit, a Satisfactory grade (S) requires passing all set assignments.

The end-of-semester exam is for school-based assessment only. Exams are not part of VCE assessment for Units 1 and 2.

- Analysis questions on political ideologies
- Case study – comparison of Australia and China's political systems
- Research – student choice of issue on the influence of actors in Australian politics

GLOBAL POLITICS (VCE UNIT 2)

Students applying for any VCE Unit 1 and/or 2 Course will be need to meet the minimum GPA requirement and have approval from Director of Learning and Head of Department. This unit is strongly recommended for students who wish to undertake Units 3 and 4 Global Politics in Year 11 or 12. It will also appeal to those students interested in learning about world affairs and issues.

This semester-length course examines current global issues such as terrorism, human rights and issues related to globalisation. These topics will be addressed by investigating international responses from both governments and non-government organisations.

The role and effectiveness of the United Nations in promoting peace, security and human rights will also be examined. Students will also investigate the extent to which Australia cooperates with the international community in regard to refugees.

AREAS OF STUDY

During the course, students will develop an understanding of the causes and effects of these issues and the factors that influence responses to them by the international community. A key element of this will be assessing the effectiveness of international cooperation and the factors involved in international conflict.

1. Terrorism
2. Refugees – Australia's responses
3. Human rights
4. Ethical and political issues related to globalisation

ASSESSMENT

As a VCE unit, a Satisfactory grade (S) requires passing all set assignments.

Assignments will include research reports, case studies and analytical tasks completed in class.

The end-of-semester exam is for school-based assessment only – exams are not part of VCE assessment for Units 1 and 2.

HISTORY (MOVEMENTS FOR CHANGE)

Women's rights. BLM. Climate change. LGBT+ rights. These movements have been in newsfeeds and across social media in the last few years – but have you ever wondered about the history of these movements? Who and what started them? How did we get to where we are now?

Students completing this course will study the history of different groups striving to achieve access to various rights, such as the right to vote, the right to equal paid work and equal representation. Students will consider why different groups were historically denied access to these and other rights.

Key events such as gaining the right to vote, the Civil Rights demonstrations in Alabama and the Civil Rights March on Washington, the discovery of the Greenhouse effect and Australia's first Mardi Gras will help students to understand the progress that has been made in these causes.

The study of significant individuals such as Vida Goldstein, Emmeline Pankhurst, Martin Luther King Jr, Al Gore, Greta Thunberg and Harvey Milk will help students to understand the human experiences behind the movements.

ASSESSMENT

This course has been drawn from sections of the new Unit 2 Modern History course. Student coursework will be assessed via a variety of methods, including source analysis, short answer and extended responses. These assessments will prepare students to undertake the study of VCE History in Year 11 and 12.

CITIZENS AND THE LAW

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

AREAS OF STUDY

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

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

Key areas of focus in this subject include:

- What are laws? Who makes them? How can they be changed?
- Discussion of the key principles of Australia's justice system, including equality before the law, independent judiciary, the right of appeal and the importance of the Constitution
- How citizens can influence the government and decision-making processes
- Types of laws in Australia, including criminal and civil law
- Police powers and the rights of young people
- Young people and crime
- Features and principles of the Victorian court system, with a focus on the Magistrates' Court
- The purpose and work of the High Court of Australia
- Turning 18 – performing jury duty, a civic responsibility

ASSESSMENT

Assessment is based on tests, assignments and an end-of-semester examination.

LITERATURE

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

AREAS OF STUDY

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

The course is designed to enable students to:

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

ASSESSMENT

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

LANGUAGES*

*Students must select their language in both semesters

The study of languages contributes to a balanced general education as well as to the personal development of the individual. It assists in communication with and understanding of other peoples and their cultures, strengthening international bonds in many ways. During Languages Week, a special assembly and a languages lunch are organised.

FRENCH

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

AREAS OF STUDY

Topics covered will include Paris landmarks and culture, talking about personality traits, talking about the past, discussing environmental issues and solutions, school and careers.

These themes provide background for the nine sub-topics that need to be covered in VCE. Students continue to develop their use of French for practical purposes. Role plays, poetry recitations and more formal oral interviews will help students develop their speaking skills. E-book access and supplementary reading materials will be provided to extend comprehension skills.

Students will attend a French screening as part of the Melbourne International Film Festival or the French Film Festival.

ASSESSMENT

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

GERMAN

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

AREAS OF STUDY

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

They may also attend a German film screening or other cultural excursion.

ASSESSMENT

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

TOURS AND CULTURAL EXCHANGE

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

CHINESE FIRST LANGUAGE (VCE UNITS 1 & 2)

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

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

AREAS OF STUDY

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

There are three prescribed themes:

- Self and others
- Tradition and change in Chinese-speaking communities
- Global issues

Unit 1 outcomes

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

Unit 2 outcomes

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

ASSESSMENT

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

CHINESE SECOND LANGUAGE

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

AREAS OF STUDY

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

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

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

ASSESSMENT

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

CHINESE SECOND LANGUAGE (VCE UNITS 1 & 2)

This study enables students to:

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

AREAS OF STUDY

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

UNITS 1 OUTCOMES

Outcomes 1

- Participate in a conversation, interview or role play.
- Give a talk to the class about the selected subtopic, asking and answering questions.

Outcomes 2

- Write a descriptive summary of a film including information from a review of the film.
- Listen to a conversation and view a map to write directions.
- Read an article and listen to an announcement to write instructions.

Outcomes 3

- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint.
- Write an imaginative children's story.

UNITS 2 OUTCOMES

Tasks for assessment in this unit may be selected from the following:

Outcomes 1

- Write a personal answer to an email.
- Write an informative blog in response to texts.
- Respond in a written letter to a radio announcement or editorial.

Outcomes 2

- Describe in writing an experience seen from different perspectives.
- Write a reflective article on a cultural insight, such as the attitudes of Chinese-speaking people in Australia and elsewhere to traditional customs.
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

ASSESSMENT

Assessment is based on the VCE Unit 1 and 2 requirements of this study. There are three outcomes for each unit, including listening, speaking, reading, writing and viewing.

There will be an oral and written examination at the end of the semester.

VISUAL ARTS UNIT 1 (ART AT 2D: ARTIST IN THE STUDIO)

In this study, students experience the idea of the 2D studio. Through drawing, photography, painting, collage, printmaking and digital media, students explore what it means to be a solely practicing artist, art collaborator or art practitioner. Students delve into the world of the 21st-century artist. They investigate ideas and inspirations within contemporary contexts in which artists now live and work and how some of these were formed by art that came before. Students use design thinking to inform their personal practice.

AREAS OF STUDY

'Mirror mirror'

Students examine a range of ideas and concepts relating to identity, the human form, contemporary culture and the world in which they and others live. They seek inspiration from the way that artists use the artmaking processes to create artworks. Students explore how artworks are selected for entry into various prizes, awards and exhibitions through direct experience of the process.

Students are inspired by various scenarios and contexts and respond to select themes in a range of artforms which include but are not limited to drawing, painting, photography, digital media, printmaking and mixed media. Design thinking is the underlying process through which students guide and evaluate their practice.

The atelier

The idea of the studio is further explored through self-direction and student-led practice. Students are given the opportunity to select from a range of possible concepts in order to explore an area of their own interest. Studio and art processes are explained and students select from a range of materials in which they may work. The selection of an artist as a visual mentor helps the student to develop a work plan which will culminate in a final artwork. The emphasis in this area of study is on self-direction.

VISUAL ARTS UNIT 2 (ART AROUND THE 3D STUDIO)

Three-dimensional forms are investigated in this study through the concept of three-dimensional artworks in mediums which may include clay, wax, found objects, resin, textiles, augmented reality and other 3D materials and practices.

The emphasis is on problem solving, conceptual thinking and artmaking. Students look at a range of techniques such as building, assembling, joining, manipulating and constructing as a means to create artworks or designs which are free standing or in relief.

AREAS OF STUDY

Planning and prototyping

Planning and prototyping is a standard industry practice for creating three dimensional forms. Students will gain an understanding of the planning process prior to beginning a final artwork.

Making and creating

Students will focus on one, or select from a range of concepts, to investigate three-dimensional form in sculpture. The art form for completed artworks may include, but is not limited to, ceramics, installation, mobile and kinetic forms, public, ephemeral or environmental art.

The skills derived from this study are able to be applied in Unit 1 and 2 of the Art or Studio Art Study Design.

ASSESSMENT

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

VISUAL COMMUNICATION DESIGN

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

AREAS OF STUDY

Students will investigate three Visual Communication Design fields and the skills associated with each.

Environmental design

Students will design the interior and exterior of a small structure. They will learn technical drawing specifications used by architects. These drawing conventions will be applied to the completion of 2D and 3D drawings.

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

Communication design

Students will create visual communications with a specific purpose through the design of posters, brochures, magazine covers or advertisements. They will learn to follow the design process in order to meet the needs

of a client. Final presentations will be completed using manual and digital drawing methods.

Industrial design

Students will be given an overview of a variety of presentation techniques used by industrial designers to address the needs of the end user/target audience.

ASSESSMENT

Assessment is based on a range of minor and major practical tasks that demonstrate the students' skills and knowledge in the process of following a design brief. Research and analysis tasks accompany each practical component and there is an end of unit examination.



FIRBANK
GRAMMAR

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