



**MOUNT ST. JOSEPH
GIRLS' COLLEGE**
Virtue Courage

Year 10 Handbook

Curriculum Overview

CONTENTS

PLANNING YOUR PATHWAY	2
YEAR 10 COURSE STRUCTURE	2
SUBJECT SELECTION PROCESS	4
KEY PERSONNEL	5
UNDERTAKING ENHANCEMENT STUDIES IN YEAR 10 RELIGIOUS EDUCATION	7
ENGLISH	9
GENERAL ENGLISH	10
JOURNALISM, MEDIA AND COMMUNICATIONS	10
LITERATURE & CONTEXT: WOMEN & LITERATURE	11
LANGUAGE: EVOLUTION AND POWER	11
MATHEMATICS ADVANCED	14
MATHMATICS APPLIED	15
SCIENCE	16
FORENSIC SCIENCE	17
SAVE THE PLANET	18
HISTORY: THE MODERN WORLD AND AUSTRALIA	19
LEGAL STUDIES/POLITICS: A GUIDE FOR YOUNG AUSTRALIANS BUSINESS/	20
ACCOUNTING: MONEY, MARKETS AND MANAGEMENT GEOGRAPHY:	21
PEOPLE AND PLANET	22
HISTORY: AUSTRALIA: OUR PAST, PRESENT &FUTURE	23
HEALTH AND PHYSICAL EDUCATION	24
HEALTH AND PHYSICAL EDUCATION	25
EXERCISE AND SPORTS SCIENCE	26
EXERCISE AND SPORTS SCIENCE	27
COMMUNITY HEALTH AND HUMAN DEVELOPMENT	27
SUBJECT SELECTION PLANNER	28
YEAR 9 INTO YEAR 10 - 2020	28



YEAR 10 HANDBOOK

PLANNING YOUR PATHWAY

Year 10 is the final year of compulsory schooling, and as such it plays an important transitional role for students before selecting a pathway for the final years of their secondary schooling.

As it is a transition year, students are encouraged to use the year to develop good study habits and organisational skills in readiness for Year 11 and 12. It is also an important consolidation year in the areas that they may wish to pursue further. A good foundation in Year 10 will make the transition to the last years of secondary school much smoother. Students are also encouraged to continue to explore as many learning areas as possible while beginning to focus on their future pathways.

This Handbook provides an overview of the Year 10 program offered at Mount St. Joseph Girls' College in 2020 and details the offerings for each of the domains. It is designed to assist students and their parents with the task of selecting an appropriate program of study. All students and parents are encouraged to familiarise themselves with the contents of this handbook, as well as using all the resources available, such as the Pathways Coordinator, Learning Mentor and subject teachers and Domain Leaders.

YEAR 10 COURSE STRUCTURE

The curriculum at Year 10 is designed to cater for the requirements of the new Victorian Curriculum as well as allow for student choice across all domains and as such each student's program will consist of a combination of compulsory, core and elective units.

Compulsory Units

Compulsory units are studies which must be included in each Year 10 program and whose course content is common to all students at Year 10. At MSJ the compulsory units are Religious Education.

Core Units

Core units are those studies which must be included in each Year 10 program to fulfil the requirements of the Victorian Curriculum but still allows for some choice within the studies. At MSJ the core units are those chosen from the English, Mathematics, Science, Health & Physical Education and The Humanities (History) domains.

Elective Units

Elective units are those studies which may be included in each Year 10 program and can be chosen from any domain. There are no minimum requirements but students are encouraged to keep their choices broad.

YEAR 10 HANDBOOK

Domain	Semester 1	Core Elective Options Semester 2	Core Enhancement Options Semester 2
Compulsory Units			
Religious Education	Religious Education	Religious Education	
Core Units			
English	English	Recess	Literature and Context: Women in Literature
Mathematics	General Mathematics Mathematics Advanced Mathematics Applied	Clean up and move to Period 2	Mathematics Advanced
Science	Science	Period 2	Save the Planet Save the Human Race
Humanities	History – The Modern World & Australia	Money, Markets & Management. Civics: A guide for Young Australians	Australia: our Past, Present and Future
Health & Physical Education	Health & Physical Education	Health & Physical Education	
Elective Units			
Health & Physical Education	Outdoor Education A Community Health & Human Development A Exercise & Sport Science A	Outdoor Education B Community Health & Human Development B Exercise & Sport Science B	
Technology	Food Technology A Digital Technology A Product Design & Technology A STEM	Food Technology A Digital Technology A Product Design & Technology A STEM	
Languages	French Italian Japanese	French Italian Japanese	
Arts - Visual	Visual Arts A Visual Communication Design A Media Arts A	Visual Arts A Visual Communication Design A Media Arts B	
Arts - Performing	Drama A Music A	Drama A Music A	

SUBJECT SELECTION PROCESS

In order to complete your course selection for 2020, it is important that you work through the following process. You need to:

1. Think about your abilities, interests and academic achievements in various subjects.
2. Read this 2020 Year 10 Handbook. This document is also posted on the Intranet.
3. Identify which studies you wish to complete in 2020.
4. Complete the Year 10 2020 Course Selection Form. This form will be supplied in an assembly and a sample paper copy is contained in this document.
5. Your on-line course selection password will be emailed to you.
6. Enter your Course Selections into the Online Course Selection Software on the Intranet for Semesters 1 and 2.
7. Print two copies of your selections at the end of the process and ask your parents to sign both copies.
8. Submit one signed printout to your Learning Mentor Teacher and keep one for yourself.

Notes:

Every endeavour will be made to accommodate your course selection, however, the College retains the right to withdraw an elective if there are insufficient student numbers. Students will be notified if they need to reselect any electives.

You must complete the Year 10 2020 Subject Selection Form and submit it to your Learning Mentor Teacher by **August 16, 2019**.

KEY PERSONNEL

College Leadership	
Principal	Kate Dishon
Deputy Principal – Learning and Staff	Joanna De Bono
Deputy Principal – Student Wellbeing	Steven Mifsud
Director of Catholic Identity	Danielle Fairthorne
Director of Wellbeing	Stacey Bourke
Director of Pedagogy & Innovation	Adam Gonzalez
Domain Leaders	
English	Rebekah Taylor
Mathematics	Anil Krishna
Science	Wendy Hawkins
Humanities	
Performing Arts	
Visual Arts	David Meilak
LOTE	Luisa Ragusa
Health / Physical Education	Cherie Meurant
Faith & RE	
Technology	Bianca Stafrace
VCE Coordinator	Molly Coyne
VCAL Coordinator	Terri Curnow
Learning Leaders	
Learning Leader Year 11 & 12	
Learning Support Leader	Maree Read
Learning Leader Pathways	
Learning Leader Year 9 & 10	Katharine Anastasi
Learning Leader Year 7 & 8	Courtney Baka

YEAR 10 HANDBOOK

Student Wellbeing Leaders	
Year 10-12 Cameron & Solomon House	Clare Kubacki
Year 10-12 Penola & Kincumber House	Alison Duncan
Year 10-12 Providence & McCormack House	Sarah Thompson
Year 9	Kelly Sexton
Year 8	Jane Sammut
Year 7	Lidia Morlin
Student Support Services	
Counsellor	Jessica Driscoll
Social Worker	Jacinta McMahon

UNDERTAKING ENHANCEMENT STUDIES IN YEAR 10

Enhancement refers to students undertaking a course of study that extends their knowledge and skills beyond Year 10. Enhancement is for students who have demonstrated ability and commitment to their studies in Years 7 to 10. This pathway is not automatic and students need to apply to undertake enhancement and have their application approved by the College.

Students wishing to apply to undertake an enhancement subject in Year 10 must carefully consider their current and past academic strengths and areas of growth. They need to research and investigate the most appropriate study that could best complement their learning strengths, whilst being aware of the recommended subject background for successfully undertaking their nominated study.

The Selection Criteria:

The following criteria will be used to assess an application for an Enhancement Study:

- Consistently high level of commitment and persistent effort across a range of subject areas (B+ grades or higher in all assessment tasks).
- Demonstrated ability to write clear, coherent, well structured responses.
- Demonstrated ability to analyse and synthesise information.
- Demonstrated ability to work in a mature and cooperative manner.
- Able to cope with the demands of the enhancement study.
- Demonstrated ability to work independently, complete work reliably and submit punctually.
- Demonstrated ability to evaluate own learning and willingness to seek teacher assistance when appropriate.
- No intended period of extended absence for family travel, which could impact on the 90% attendance requirement required for satisfactory completion.

Students will be invited to undertake enhancement studies.

This will be based on Semester 1 results and behaviours, Year 10 students are identified as being 'clearly-in' category of being able to undertake enhancement subjects. Learning behaviours will also be considered in consultation with teachers.

The Application for an Enhancement Study:

Students not identified as 'clearly-In' who would like to be considered for enhancement studies may make an application to be considered by Director of Pedagogy and Innovation, Learning Leaders and Domain Leaders (attached).

Applications are considered by the relevant Learning Domain Leader. Subject teachers will provide advice to the Domain Leader on request. Other information, such as NAPLAN data will be reviewed in this process.

The student will be notified as to whether they have been accepted or declined entry to the course.



**MOUNT ST. JOSEPH
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Religious Education

RELIGIOUS EDUCATION

Content Strands

- Language
- Literacy
- Literature

Religious Education focuses on the relationship between God and the world. Within the study of Religious Education at Mount St Joseph, students focus on the study of five different content strands across Year 7 to 10 through a variety of units. Studies include content on 'Scripture and Jesus', examining the role sacred scripture in both the development of the Christian faith and in humans relationship with God; 'Church and Community', examining the interaction between the Church and the call to participate in the body of Christ; 'God, Religion and Life', examining the search for meaning in life through ritual and meaning found in the light of God; 'Prayer, Liturgy and Sacrament', examining the place of sacred ritual and personal prayer in spiritual union with God and 'Morality and Justice', where the Christian vision of freedom and dignity in all areas and aspects of life is examined.

Course Overview

This unit focuses on the key content strands within the Catholic Archdiocese of Melbourne through a variety of key concepts such as compassion, change, power, justice, liberation, freedom, integrity of creation and charity using provocative questions to base their learning on.

What Will Students Learn

- Understand the connection between key figures within the Hebrew Scriptures and the key figures in the Christian Scriptures
- Key themes in the Hebrew Scriptures and the interpretation in modern times
- Understand some of the distinctive ideas, teachings and practices that arose from significant events in Church history
- Knowledge of the circumstances surrounding key teachings of the Church within their historical context
- The key strengths and challenges of cultural diversity in Australia
- The significance of indigenous spirituality for the Catholic Church in Australia
- The origins of the Eucharist and its historical development
- The role of the Eucharist in the Catholic Church
- Understand the nature of Catholic Social Teaching and the interaction between these and current Australian values
- The complexities in developing moral maturity and responsibility



English

ENGLISH

CORE SUBJECT

Year 10 English is a core subject that addresses the individual needs of students of all abilities to strengthen prior learning and prepare students for senior school studies and their wider lives in the community and workforce.

Content Strands

- Language
- Literacy
- Literature

Course Overview

The English curriculum at year 10 is built around the interrelated strands of Language, Literature and Literacy. During this unit, students will develop their skills in reading, writing, speaking and listening. They will encounter and respond to both literary and media texts, developing their ability to critically engage with written and visual language. Building on the skills established in previous years, students at year 10 will be given the opportunity to improve their written and oral communication skills in both formal and informal contexts. The core English unit at Year 10 is designed to give students a sound foundation for their study of English at VCE/VCAL level regardless of their choice of English in Semester 2.

What Will Students Learn?

- Identify and evaluate the various language features used by authors of literary texts.
- Compare the ways authors of different literary texts explore similar ideas, issues and themes.
- Develop and justify interpretations of texts.
- Construct clear and coherent extended written pieces including comparative essays, analytical essays and persuasive speeches.
- Justify opinions and develop and expand on arguments in the creation of persuasive texts.
- Confidently and articulately express these arguments in oral form.
- Critically analyse the ways both written and visual language is used within the media to position audiences.

GENERAL ENGLISH

CORE ELECTIVE – SEMESTER 1

Content Strands

- Language
- Literacy
- Literature

Course Overview

The purpose of this unit is to consolidate the skills developed in Semester One English and further establish the foundations required for VCE English. In this unit, students will have the opportunity to respond both analytically and creatively to literary texts. They will further develop their understanding and ability to analyse the language in media texts and improve their critical awareness of methods of persuasion. Students will have the opportunity to refine their written communication skills with a focus on clarity, coherence and structure.

What Will Students Learn?

- Develop their ability to identify, discuss and evaluate the ways authors use textual features.
- Consolidate their ability to develop and justify interpretations of texts.
- Demonstrate their understanding of texts through creative responses.
- Refine their skills of drafting, editing and polishing written work.
- Consolidate their ability to analyse the ways writers of media texts use both written and visual language to position audiences.
- Refine their essay writing skills with a particular focus on structure and coherence.

JOURNALISM, MEDIA AND COMMUNICATIONS

CORE ELECTIVE – SEMESTER 2

Content Strands

- Language
- Literacy
- Literature

Course Overview

The purpose of this unit is to broaden students' understanding and awareness of the ways communication can be applied within the various media industries. Students will explore the genre of narrative journalism and be given the opportunity to research and craft an extended piece, e.g. on a national or global issue, a person of significance in the political or humanitarian field or an historical event that continues to resonant or impact society. Students will explore the media industries and the ways social media is increasingly used for marketing and brand development. Students may conduct research into the social media presence of various companies and learn how to construct documents such as media releases and blog posts.

What Will Students Learn?

- Identify the structural and textual features of examples of narrative or biographical journalism.
- Apply these structures and features in the development of their own writing.
- Undertake detailed research and investigations into topics of interest.
- Apply the conventions of accurate citation and referencing.
- Critically analyse and evaluate the ways social media is used as a tool within various industries.
- Identify structural and textual features of text types commonly used within media industries such as media releases, blogs and social media posts.
- Apply these structures and features in the development of their own writing.

LITERATURE & CONTEXT: WOMEN & LITERATURE

CORE ENHANCEMENT ELECTIVE - SEMESTER 2

Content Strands

- Language
- Literacy
- Literature

Course Overview

Open to students who meet particular selection criteria, this unit gives students the opportunity to begin exploring Literary texts from a theoretical perspective with a particular focus on reading texts through a feminist lens. Students will explore the representations of women and gender roles throughout literary history and also in contemporary literature. They will examine the role of women in the creative writing industries and will be introduced to feminist critical theory. Students will read widely from a range of Literary texts, develop complex analytical skills and write detailed interpretive and discursive essays.

What Will Students Learn?

- Understand the conventions of feminist literary theory.
- Apply a feminist critical lens when reading both written and visual literary texts.
- Identify, analyse and evaluate the representations of women and gender roles in specific literary texts.
- Evaluate the impact of gender stereotyping on society and culture.
- Evaluate the impact of emerging feminist awareness and discourse on society and culture.
- Refine their essay writing skills with a particular focus on depth of understanding, interpretation and complexity.

LANGUAGE: EVOLUTION AND POWER

CORE ENHANCEMENT ELECTIVE - SEMESTER 2

Content Strands

- Language
- Literacy
- Literature

Course Overview

Open to students who meet particular selection criteria, this unit gives students the opportunity to begin exploring Language as a dynamic tool for empowerment and disempowerment. Students will examine texts from a linguistic perspective and be introduced to language subsystems (the systems we use to organise language), etymology (the origins and meanings of words) and the concept of language evolution. Students will examine the way language can be used to promote and dismantle biases, privilege and disadvantage. In this unit, students will be given the opportunity to develop complex analytical, research and communication skills.

What Will Students Learn?

- Develop an understanding of key linguistic concepts such as language subsystems, etymology and language evolution.
- Analyse the use of language in texts from different historical periods.
- Consider the historical, socio-cultural and political influences on language development.
- Research and evaluate issues regarding language as a tool for empowerment and disempowerment.
- Develop complex written communication skills with a focus on analysis and evidence.

Please note that a combination of two electives could be offered if there are insufficient numbers to run an elective on its own.



Mathematics

MATHEMATICS

The College offers three mathematics courses for study at Year 10. These courses cater for the diverse interests of students grounding students in the necessary mathematical concepts, skills and knowledge to support them in their future studies in mathematics.

1. Year 10 Mathematics (General): This course is designed for students who wish to undertake General Mathematics (Further) at Unit 1 and 2 level in Year 11.
2. Year 10 Mathematics (Advanced): This course is designed for those students who intend to pursue Mathematical Methods (CAS) at Unit 1 and 2 level in Year 11.
3. Year 10 Mathematics (Applied): This course is designed for students who do not wish to undertake VCE Mathematics.

MATHEMATICS GENERAL

(CORE)

Content Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

General Mathematics provides units of study for a broad range of students. The appropriate use of graphing calculator (CAS) technology to support and develop the teaching and learning of mathematics is incorporated throughout the course.

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What Will Students Learn?

Number and Algebra:

- Recognise the connection between simple and compound interest.
- Solve problems involving linear equations and inequalities and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology.
- Substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise quadratic expressions, with and without the use of digital technology.

Measurement and Geometry:

- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes.
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression.

- Use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions.

Statistics and Probability:

- Compare univariate data sets by referring to summary statistics and the shape of their displays.
- Describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables.
- Evaluate the use of statistics in the media.

MATHEMATICS ADVANCED

CORE ENHANCEMENT - SEMESTER 2

Content Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Course Overview

This subject is offered to students who have been achieving at high standards throughout Year 9. Students in this class have excellent mathematical skills, especially in the areas of algebra and graphing. The Mathematics (Advanced) course follows the Victorian Curriculum Year 10 and 10A requirements. During the year, students will develop their understanding of mathematical processes and applications to problems, with and without technology. This course will continue to develop mathematical knowledge and skills in preparation for advanced VCE Mathematics courses such as Mathematical Methods.

What Will Students Learn?

- Solve problems involving linear equations, including those derived from formulas.
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology.
- Solve problems involving parallel and perpendicular lines.
- Expand and factorise algebraic expressions.
- Use matrices to solve equations.
- Simplify algebraic products and quotients and surds using index laws.
- Apply the four operations to simple algebraic fractions with numerical denominators.
- Expand binomial products and factorise monic quadratic expressions using a variety of strategies.
- Use the unit circle to define trigonometric function and graph them with and without the use of digital technologies.
- Solve simple trigonometric equations.
- Represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.
- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.

MATHEMATICS APPLIED

CORE - SEMESTER 2

Content Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Course Overview

In this course 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 in all areas of their study. It also provides for the continuing mathematical development of students who do not intend to study VCE Mathematics at Year 12.

What Will Students Learn?

- Recognise the connection between simple and compound interest.
- Determine best buys by comparing unit prices.
- Apply financial arithmetic knowledge and skills to a real-life application problem such as budgeting.
- Calculate area and perimeter of various regular shapes and composite shapes, using a range of units of measurement.
- Calculate the total surface area (TSA) and volume of various 3D objects
- Apply measurement and geometry knowledge and skills to a real-life application problem such as renovating a house.
- Sketch and interpret simple linear graphs.
- Calculate statistical values (mean, median, mode, range, quartiles) of data sets.
- Describe general trends and relationships between two data sets from a graph of two continuous variables.
- Evaluate the use of statistics in the media.

The background features a dark blue color palette with several overlapping, semi-transparent geometric shapes. A prominent feature is a grid of thin, light blue lines that forms a pattern of squares and rectangles, some of which are slightly offset or rotated, creating a sense of depth and complexity. The overall composition is modern and technical.

Science

SCIENCE

CORE - SEMESTER 1

Content Strands

- Science Understanding
- Science Inquiry Skills

Course Overview

The study of Science at Year 10 focuses on aspects of the physical world, life and living and natural and processed materials. Students are expected to develop a thorough understanding of chemical reactions, electricity and electronics, force and movement, inheritance and evolution. In addition to and incorporated within these learning strands, students also gain experience with and develop their skills in the processes of scientific investigation through research and experimentation.

What Will Students Learn?

Biological and Psychological Sciences

How does the body respond to trauma?

- Investigate infection and disease and the pathogens that cause it
- Look at prevention through vaccination, hygiene and herd immunity

What are the effects of altered states of consciousness?

- Sleep – night terrors, narcolepsy and sleep apnea
- Alcohol – effects on reflex and reasoning

Chemical Sciences

- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

Earth and space sciences

- The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe

Physical Sciences

- The explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics

FORENSIC SCIENCE

CORE ELECTIVE – SEMESTER 2

Content Strands

- Science Understanding
- Science Inquiry Skills

Course Overview

In this unit students look at how scientific techniques can be used to help solve crimes. Students are involved in investigations and are introduced to a range of different aspects of forensic science. Students are encouraged to improve their scientific understanding and skills by interacting with a variety of learning experiences that includes laboratory work, thus enhancing their science inquiry skills. The nature, development, use and influence of science are explored.

What Will Students Learn?

Biological Sciences

- Students will use Blood typing + fingerprint analysis to isolate a suspect's data
- Through learning about DNA, students will learn how suspects may be identified using Gel Electrophoresis

Chemical Sciences

- Students will link reactions of common substances to the forensic world
- They will look into decomposition to learn how different environments can affect how organisms decay

Physical Sciences

- Student will attempt Accident reconstruction and recreate blood splatter patterns to learn what may have happened during a particular event

Psychology

- Students will learn how to profile killers. They will investigate whether killers made or born by completing a research task

SAVE THE PLANET

CORE ENHANCEMENT ELECTIVE – SEMESTER 2

Content Strands

- Science Understanding
- Science Inquiry Skills

Course Overview

This course will continue to develop science skills through the lens of sustainability and use of earth's resources. It will focus on the key points to understanding experimental design and teach students how to research and design their own experiment. This course is a 'taster of what to expect at VCE as all science courses require students to design an experiment. This unit can be seen as an introduction to the more specialised VCE units of Chemistry, Physics and Environmental Science. Students who have an interest in science but are undecided on their preferences are advised to select this unit. Students are encouraged to improve their scientific understanding and skills by interacting with a variety of learning experiences that includes laboratory work, thus enhancing their science inquiry skills. The nature, development, use and influence of science are explored.

What Will Students Learn?

Chemical and Physical Sciences

- Chemical properties of resources
- Sustainability of crude oil and electricity
- Types of energy

Experimental Design

- Science skills to enhance ability to create own experimental design

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Humanities

HISTORY: THE MODERN WORLD AND AUSTRALIA

CORE – SEMESTER 1

Content Strands

- Historical Concepts and skills
- Historical Knowledge

Course Overview

Australia at War [1914 – 1945]: World War II

Students will study causes of WWII, why Australians enlisted to go to war including significant places where Australians fought and their experiences. Students will also study the impact and changes of the war on the Australian home front, our international relationships in the twentieth century with particular reference to Britain and the United States.

Rights & freedoms [1945 – the present]

Students will study the significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration and then use the declaration to investigate the causes of the struggle of Aboriginal and Torres Strait Islander people's rights and freedoms before 1965 and the effective methods used by their civil rights activists to achieve change for their people.

Students will also look at effects of how the US civil rights movement influenced Australia and the significance of events that changed Australia's relationship towards the handling of Indigenous affairs.

What Will Students Learn?

By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. They evaluate different historical interpretations and contested debates. Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources.

LEGAL STUDIES/POLITICS: A GUIDE FOR YOUNG AUSTRALIANS

CORE ELECTIVE – SEMESTER 2

Content Strands

- Government and democracy
- Laws and Citizenship
- Diversity and Identity

Course Overview

Students evaluate features of Australia's political system and identify and analyse the impact our vote will have on the Australian political landscape. You will also compare and evaluate key features and values of the systems of government and investigate what is Australia's role and responsibilities in our world.

You will also look closely at the key principles of Australia's justice system and analyse the role of Australia's court system and its relevance to modern day Australia. You will also research a range of factors that influence and sustain democratic societies, like Australia, and find out how you can be an active and informed citizen in your society.

What Will Students Learn?

- By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices.
- They compare and evaluate the key features and values of systems of government and analyse Australia's global roles and responsibilities.
- They explain the key principles of Australia's system of justice and analyse the role of Australia's court system.
- They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.

BUSINESS/ACCOUNTING: MONEY, MARKETS AND MANAGEMENT

CORE ELECTIVE – SEMESTER 2

Content Strands

- Resource Allocation and Making Choices
- Consumer and Financial Literacy
- The Business Environment
- Work and Work Futures
- Enterprising Behaviours and Capabilities
- Economic and Business Reasoning and Interpretation

Course Overview

Students will learn how to successfully manage their personal finances and will investigate practical financial strategies. For example; how to manage credit, loans, tax and budgeting. From the business part of the course, Students will learn the importance of managing consumer and business financial risks, why businesses need to create a competitive edge and identify economic and business trends, as well as explain the relationship between these two and how to make predictions for the future of businesses, including problem solving. Students will also learn how the work environment is changing and how this will impact individuals, businesses and the economy.

What Will Students Learn?

- By the end of Level 10, students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured.
- They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions.
- They explain the nature of innovation and why businesses need to create a competitive advantage.
- Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments.
- Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions.
- They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action.
- Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

GEOGRAPHY: PEOPLE AND PLANET

CORE ELECTIVE – SEMESTER 2

Content Strands

- Geographical concepts and skills
- Geographical knowledge

Course Overview

Students will learn to predict changes in the environment and characteristic of places over time and identify changes for the future. These changes can be related to population growth, places of employment, demand for affordable housing and access to transport. They will identify, analyse and explain how their suburbs are inter-connected to other suburbs, cities and regional centres within their state and beyond.

They will be challenged using environmental, social and economic criteria, to explain and predict outcomes of changes in society and what geographically challenging need to be met in the future to meet the needs of future generations.

Using information and statistics from the Australian Bureau of Statistics (ABS), students will organise and represent this data and information in different forms to evaluate and profile suitable locations as future inhabitable places. They will also analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems (GIS).

What Will Students Learn?

- By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.
- They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.
- They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

HISTORY: AUSTRALIA: OUR PAST, PRESENT & FUTURE

CORE ENHANCEMENT ELECTIVE: SEMESTER 2

Content Strands

- Historical Concepts and skills
- Historical Knowledge

Course Overview

This unit aims to enhance the skills of Humanities students by exposing them to a range of different disciplines, centred around a key theme. Students undertaking this unit will inquire, challenge and investigate where we as Australians have come from and where are we headed as a nation, in terms of our history, geography, politics, international relations, culture, domestic policy and economics. This will culminate in a guided inquiry, in which students can select an area of interest to investigate, which helps to answer a broader key question.

What Will Students Learn?

- By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.
- They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.
- They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions.
- They compare and evaluate the key features and values of systems of government and analyse Australia's global roles and responsibilities.



Health & Physical Education

HEALTH AND PHYSICAL EDUCATION

CORE – SEMESTER 1

Content Strands

- Personal, Social and Community Health
- Movement and Physical Activity

Course Overview

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

What Will Students Learn?

- By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.
- Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.
- Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.
- They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

HEALTH AND PHYSICAL EDUCATION

CORE – SEMESTER 2

Content Strands

- Personal, Social and Community Health
- Movement and Physical Activity

Course Overview

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

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- Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.
- Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.
- They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

EXERCISE AND SPORTS SCIENCE

ELECTIVE A – SEMESTER 1

Content Strands

- Personal, Social and Community Health
- Movement and Physical Activity

Course Overview

Exercise and Sports Science examines the biological, physiology, psychological, social and cultural influences combined with behaviours and practices that impact on performance. It focuses on the relationships between movement and making change to improve the components of fitness and over all individual physical fitness. Students will investigate the structure and function of the body and how it works to create efficient movement. They will examine performance enhancement in term of training 26rogramming, recovery, biomechanics, sports psychology, risk management and ethics. They will use practical activities to underpin the theoretical understanding.

What Will Students Learn?

Understanding the human body: components of fitness, body systems and energy systems.

Legal and illegal sporting practices: sports nutrition, legal and illegal performance enhancing methods.

Sports medicine and biomechanics: skill analysis, sporting careers and advancements in technology.

- Components of fitness
- Sports nutrition
- Weight Training
- Body Systems
- Sports medicine
- Sports Coaching
- Energy systems
- High energy sporting activities
- Illegal sports practices
- Biomechanics
- Recovery

EXERCISE AND SPORTS SCIENCE

ELECTIVE B – SEMESTER 2

Content Strands

- Personal, Social and Community Health
- Movement and Physical Activity

Course Overview

Exercise and Sports Science examines the biological, physiology, psychological, social and cultural influences combined with behaviours and practices that impact on performance. It focuses on the relationships between movement and making change to improve the components of fitness and over all individual physical fitness. Students will investigate the structure and function of the body and how it works to create efficient movement. They will examine performance enhancement in term of training 27rogramming, recovery, biomechanics, sports psychology, risk management and ethics. They will use practical activities to underpin the theoretical understanding.

What Will Students Learn?

- Understanding the human body: components of fitness, body systems and energy systems.
- Legal and illegal sporting practices: sports nutrition, legal and illegal performance enhancing methods.
- Sports medicine and biomechanics: skill analysis, sporting careers and advancements in technology.

COMMUNITY HEALTH AND HUMAN DEVELOPMENT

ELECTIVES B – SEMESTER 2

Content Strands

- Personal, Social and Community Health
- Movement and Physical Activity

Course Overview

In the study of Community Health and Human Development, students investigate community health concepts in local, Australian and global communities. Health is a complex and dynamic condition that is impacted by many interrelationships between individuals and their behaviour within their physical and social environments. At an individual level, the study of community health and human development is about change, development and growth which is a lifelong process. This study looks at the nine National health priority areas in Australia. This study also looks at various health promotions programs and organisations which work to prevent disease and premature death in Australia.

What Will Students Learn?

- Understanding health and human development

YEAR 10 HANDBOOK

- Health & behaviours
- Health & disease in human evolution
- Understanding health and the mind

OUTDOOR & ENVIRONMENTAL STUDIES

(ELECTIVE A) SEMESTER 1

Content Strands

- Marine Environments and sustainability

Course Overview

The Outdoor Education course is an elective course at Year 10 which has a theory and practical component. This elective unit focuses on marine environments, applying first aid in emergency situations, surf lifesaving skills, sustainability and biodiversity.

Students are expected to participate in practical activities that allow them to experience and understand outdoor environments and recreation activities across Victoria. These experiences include an overnight camp to the Mornington Peninsula, snorkelling, bushwalking and surf lifesaving skill sessions at Altona beach.

What Will Students Learn?

Students will have the opportunity to understand knowledge and skills in the following areas;

Marine Environments

- Develop skills and knowledge in beach safety, and lifesaving skills appropriate to beach environments.
- Learn and demonstrate first aid skills that can be applied to emergency situations in the outdoors and in marine environments
- Look at the importance of Marine National Parks for preserving biodiversity and ecosystems
- Investigate different marine environments found in Victoria and the flora and fauna that can be found there

Sustainability

- Explore the biodiversity of Victoria's outdoor environments and its endangered species
- Investigate the impacts of climate change, greenhouse gases, and global warming on outdoor environments
- Look at the different ways we can reduce the impact we have on outdoor environments
- Research environmental groups and their actions to create a more sustainable world
- Learn about pest and introduced species and the impact they can have on ecosystems and biodiversity

Practical Skills

- Surf lifesaving rescue techniques
- First Aid including DRSABCD
- Setting up a campsite; including tent set up and cooking on Trangias (camp stoves)
- Snorkelling
- Surfing
- Water safety
- Identifying and practicing sustainable practices in the outdoors.
- Identifying and practicing safe practices in the outdoors.

OUTDOOR EDUCATION

(ELECTIVE B) SEMESTER 2

Content Strands

- Leadership & relationships with environments

Course Overview

The Outdoor Education course is an elective course at Year 10 which has a theory and practical component to it. This elective unit focuses on group dynamics and leadership in the outdoors, environmental issues that affect Victoria, risk management in the outdoors and Indigenous Australians relationships with the environment.

Students are expected to participate in practical activities that allow them to experience and understand outdoor environments and recreation activities across Victoria. These experiences may be an overnight rock climbing camp in the Brisbane Ranges, indoor rock climbing and orienteering.

What Will Students Learn?

Students will have the opportunity to understand knowledge and skills in the following areas;

Group Dynamics & Leadership

- Contribute to, and develop understandings of group dynamics, problem solving and leadership development through outdoor environments and recreation activities.
- Work with other students to complete a series of team building initiatives and activities
- Learn about their own leaderships style and how this can be beneficial in the outdoors

Risk Management

- Understanding risks associated with outdoor recreation activities
- Develop and put in place strategies for prevention of risks
- Explore how risks can change the way we interact with outdoor environments
- Look at why people take risks in the outdoors and how we perceive risks differently to others

Indigenous Australians Relationships

- Look at the way Indigenous Australians have a connection with the outdoor environment
- Explore how Indigenous Australians interact with the environment
- Research how these interactions and perceptions impacted on the environment, including the use of fire, decline or megafauna and sustainable practices
- Investigate local Indigenous areas and the cultural and practical differences

Environmental Issues

- Research local, statewide and national environmental issues that are having an impact on outdoor environments, such as the Great Forest National Park and the Adani coal mine.
- Investigate ways that people and environmental groups are lobbying government to make a change or difference
- Look at the ways in which these environmental issues may cause loss of biodiversity, destruction to ecosystems and habitats

Practical Skills

- Indoor and outdoor rock climbing skills
- Undertake and develop rope skills, creating knots for use in the outdoors.
- Identifying and practicing sustainable practices in the outdoors.
- Identifying and practicing safe practices in the outdoors.
- Setting up a campsite; including tent set up and cooking on tranguias



Languages

LANGUAGES: FRENCH, ITALIAN AND JAPANESE

(ELECTIVE) SEMESTER 1& 2

Content Strands

- Communicating
- Understanding

Course Overview

In Year 10 Language study, students' vocabulary and grammar usage is increased and experimentation occurs with different forms of communication. Students use the Language to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences.

They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between the Language and culture. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses. Students experiment with intonation and supporting gestures to convey emotions or create emphasis in texts.

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students become more fluent and accurate in spoken and written language production. They use familiar language patterns as a foundation for generating increasingly original language in their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences. They use the Language more fluently, with a greater degree of self-correction and repair.

What Will Students Learn?

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Socialising

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.

Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts, developing and applying knowledge.

Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Reflecting

Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Systems of language

Understanding language as a system that includes sound, writing, grammatical and textual conventions.

Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

The role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning

The background features a dark blue color palette with several overlapping, semi-transparent geometric shapes. A prominent feature is a grid of thin, light blue lines that forms a pattern of squares and rectangles, partially obscured by the larger shapes. The overall composition is modern and abstract.

Visual Arts

VISUAL ARTS: THE PORTRAIT

(ELECTIVE A) SEMESTER 1

Content Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students explore and express ideas through the theme of Portraiture. They learn to explore and develop skills and techniques of specific two-dimensional art forms and conventions. The main focus of their art practice will be on drawing, photography, collage and painting. In doing so, students will develop decision making skills by working through the design process to develop their own art practice and personal style. Students will document this process in a visual diary supporting a series of finished artworks. All artworks are presented as themed folios that are based on an investigation of particular artists and artistic styles. Students will experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes by using a variety of media and materials.

Students learn to research, analyse and evaluate a range of contemporary and traditional art styles from a range of cultures, times and locations. They also learn to discuss how ideas and beliefs are interpreted by audiences. This Unit has been developed to compliment and prepare students for Unit 1 and 2 Studio Arts.

What Will Students Learn?

- By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks.
- Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.
- Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

VISUAL ARTS: THE SCULPTED FORM

(ELECTIVE B) SEMESTER 2

Content Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students explore and express ideas through the theme of the Sculpted Form. They learn to explore and develop skills and techniques of specific three-dimensional art forms and conventions. The main focus of their art practice will be on carving, constructing and assembling. In doing so, students will develop decision making skills by working through the design process to develop their own art practice and personal style. Students will document this process in a visual diary supporting a series of finished artworks. All artworks are based on an investigation of particular artists and artistic styles. Students will experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes by using a variety of media and materials.

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VISUAL COMMUNICATION DESIGN: THE GRAPHIC DESIGNER

(ELECTIVE A) SEMESTER 1

Content Strands

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will develop their visualisation and design skills with a focus on the Communication Design Field. Students will explore the significance of visual communication in contemporary and historical times and investigate the practices of designers. Students will use methods for manipulating imagery and type for communication purposes and develop skills that are used to develop conceptual and aesthetic design solutions. Students will use the design process to respond to /or write a brief and research, generate ideas, develop concepts and refine visual communications. The audience, purpose, context, constraints and formats will be considered in making and responding to the design needs of the brief. Students learn critical, creative and reflective thinking. Students will use their design knowledge, understanding and skills to communicate ideas and information with a specific purpose. Freehand and manual drawing skills, selective use of materials, media and contemporary media/digital, will be used to create presentations that inform, advertise, promote and identify.

What Will Students Learn?

- By the end of Level 10 students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information. Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs.
- They evaluate, reflect on, refine and justify their decisions and aesthetic choices. Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

VISUAL COMMUNICATION DESIGN: THE INDUSTRIAL DESIGNER/ ARCHITECT

(ELECTIVE B) SEMESTER 2

Content Strands

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will develop their visualisation and design skills through with a focus on the Industrial and/or Environmental Design Fields. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing designs solutions either in two-dimensional and or three-dimensional formats. Students use design knowledge, understanding and skills to communicate ideas and information with a specific purpose for product design or designed space. Design process and thinking strategies will be used to generate ideas, develop and refine designs for industry or environment. The drawing methods in this study design can to be used for observation, visualisation and presentation. They can be manually or digitally produced with a range of materials and media and used to show industrial or environmental concepts.

What Will Students Learn?

By the end of Level 10 students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information. Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs.

They evaluate, reflect on, refine and justify their decisions and aesthetic choices. Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

MEDIA ARTS: LIGHTS, CAMERA, ACTION

ELECTIVE A - SEMESTER 2

Content Strands

- Explore and Express Ideas
- Media Arts Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will investigate the world of Action in cinema. They will complete a film analysis with an emphasis on how production and story elements are used together to create meaning in a narrative text. Students will create their own action sequence in production teams using special effects. They will then create print advertising material for an Action film using Adobe Photoshop. Students will investigate relative Media Regulations.

What Will Students Learn?

- By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.
- Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.
- Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.

MEDIA ARTS: SMILE FOR THE CAMERA

ELECTIVE B - SEMESTER 1

Content Strands

- Explore and Express Ideas
- Media Arts Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will investigate the world of photography. They will create a Self Portrait and explore how specific codes and conventions are used together to create meaning. Students will explore the photographic work of a number of contemporary artists, examining their style and the way in which they create representations. Students will also create a series of photographs on a chosen theme.

What Will Students Learn?

- By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.
- Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.
- Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.



Performing Arts

DRAMA:

ELECTIVE A - SEMESTER 1

Content Strands

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

Course Overview

Using Historical World Events to create Ensemble Performances

In this unit, students will explore a plethora of world events to develop and construct storytelling techniques and scriptwriting through ensemble performance. Students will manipulate Brecht's techniques of multimedia, narration, poetry, alienation techniques, use of placards and chant to bring these real life events to the performance space. They will embark on the world of 'Poor Theatre' and its influences on the 21st Century using the conventions of transformation of time, place, object and character symbolically to engage an audience. Students will also discuss and present parallels using excerpts from the Australian play *Away* by Michael Gow and Shakespeare's play *A Midsummer Night's Dream*. The application of dramatic elements, expressive and performance skills will be put into practice to convey various dramatic metaphors and visual imagery within a devised performance. Students will use their experiences of drama practices from different cultures and history to evaluate their drama. Part of this unit will involve students taking part in stagecraft workshops with particular emphasis on makeup and symbolic set design. Students will also analyse and evaluate a professional performance.

What Will Students Learn?

- By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.
- Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.

DRAMA:

ELECTIVE B - SEMESTER 2

Content Strands

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

Course Overview

Comedy and The Bard

Students will embark on a journey back in time to the 16th Century Commedia dell'arte of slapstick, farce and satire. They will explore the art of scriptwriting and scenario building and the importance of the relationship between actor and spectator. Students will participate in various physical workshops to fully immerse themselves in typical Commedia characters and their expressive skills of voice, movement, gesture and facial expression. Students devise both solo and ensemble works. They will also analyse and evaluate the conventions and dramatic elements used in drama practice. Comedic historical links will also be made using excerpts from Shakespeare's plays *The Taming of the Shrew* and *A Comedy of Errors* and explore how his work from the pre-modern era influenced people of that time. This unit will also encourage students to make modern connections of comedic icons and performers and put them into practice. Part of this unit will involve students taking part in stagecraft workshops a particular emphasis makeup and symbolic set design. Students will also analyse and evaluate a professional performance.

What Will Students Learn?

- By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.
- Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.

MUSIC

ELECTIVE A - SEMESTER 1

Content Strands

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will demonstrate performance skills and technique related to one of pop, ballad, jazz/blues and classical genres in both solo and ensemble repertoire. Students will select and apply musical elements and concepts in the creation of their own composition in the style of pop/ballad music. They will evaluate their composition and explain the inspiration and musical features used in their composition. Students will analyse two works of contrasting style both aurally and visually, identifying notation, terminology, stylistic characteristics and how the composer/artist interprets the work. Students also develop their musicianship skills via quizzes, challenges and practical exercises. This subject is designed for enthusiastic students who wish to gain experience in music performance and composition and are considering doing VET Music.

What Will Students Learn?

- By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.
- Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

MUSIC

ELECTIVE B - SEMESTER 2

Content Strands


- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will demonstrate performance skills and technique related to one of pop, ballad, jazz/blues and classical genres in both solo and ensemble repertoire. Students will select and apply musical elements and concepts in the creation of their own composition in the style of pop/ballad music. They will evaluate their composition and explain the inspiration and musical features used in their composition. Students will analyse two works of contrasting style both aurally and visually, identifying notation, terminology, stylistic characteristics and how the composer/artist interprets the work. Students also develop their musicianship skills via quizzes, challenges and practical exercises. This subject is designed for enthusiastic students who wish to gain experience in music performance and composition and are considering doing VET Music.

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- Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.



Technology

FOOD TECHNOLOGY: FOOD AND HEALTH STUDIES

ELECTIVE A - SEMESTER 1

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

This subject focusses on food trends, sustainability issues, the functional properties of food and food allergies and sensitivities. Students look at how to modify meals in order to meet specific dietary requirements. Students investigate the design process and explore a design brief to respond to a given situation through practical work and related theory. The course provides practical food production experiences and looks at the impact of a range of factors on changing food consumption patterns in Australia. The issues of food sustainability, food waste, packaging, ethical treatment of animals and organic food is researched.

What Will Students Learn?

- The preparation and consumption of healthy food should be part of everyday life. In this unit, students will be provided with the theoretical knowledge of food for good health and cookery techniques and will apply this knowledge in the kitchen.
- Students will explore a range of food trends and the health and nutritional implications in following these trends.
- There will be the opportunity for students to prepare a variety of sweet and savoury foods using a range of cooking techniques and will explore the functional properties of ingredients used in cooking.
- Students will apply knowledge gained in this subject to designing with food and adapting recipes for designed solutions in particular, designing and preparing food for the 'No Gluten Please Cafe'. In order to successfully design foods for this task, students will explore coeliac disease and vegetarianism. Students will work both independently and collaboratively throughout this unit.

FOOD TECHNOLOGY: CULTURALLY DIVERSE FOOD CHOICES AND HEALTH

ELECTIVE B - SEMESTER 2

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

This subject focusses on embracing cultural diversity in foods; understanding health issues/implications and constraints; altering recipes to suit various health conditions that may also be multiculturally diverse to suit a large audience. Students investigate, design and produce a selection of foods. Students focus on their food preparation skill development while working through the Design Process. Students study the diverse cultural origins and backgrounds of food. They identify dietary characteristics unique to Australia and examine how people, both within and outside the cultures of Australia, have influenced the cuisine of Australian Society. Students investigate the cuisine of another culture and are provided with opportunity to produce and taste foods from a broad range of cultures

What Will Students Learn?

- The preparation and consumption of healthy food should be part of everyday life. In this unit, students will be provided with the theoretical knowledge of food for good health and cookery techniques and apply this knowledge in the kitchen and when making food selections.
- Students will also explore a range of cuisines from around the world including Asia, America, the Mediterranean region and Africa. They will gain an understanding and appreciation of how multiculturalism has influenced and shaped food in Australia today and will also discover indigenous ingredients.
- Students will apply this knowledge to designing with food and adapting recipes for designed solutions in particular, designing and preparing food for 'hospital room service'. In order to successfully design foods for this task, students will explore a range of lifestyle diseases including cardiovascular disease, osteoporosis and diabetes. Students will work both independently and collaboratively throughout this unit.

PRODUCT DESIGN AND TECHNOLOGY: SUSTAINABLE FASHION

ELECTIVE A - SEMESTER 1

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

Students explore and express ideas through the theme of Sustainable Fashion. They are encouraged to investigate sustainability to create a wearable garment constructed from recycled fabrics. Practical skills are developed through the manufacturing of a garment. Students complete two assessment tasks, a Design Folio of a product, and a Written Investigation. This investigation covers Sustainability in the Textiles industry and teaches students how to analyse the work of others. A Design Folio is explored and students are introduced to the Design Brief in which they write a scenario based on a chosen client. They learn design considerations, constraints and evaluation criteria through this process. Students apply sequenced production and management plans when producing designed solutions, making adjustments to these plans where necessary, documenting this in their folio. Students use commercial patterns but learn how to modify according to their scenario needs. Decoration and fabric manipulation techniques are investigated and applied to their product.

What Will Students Learn?

- By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose

PRODUCT DESIGN AND TECHNOLOGY: EMBELLISHED FASHION

ELECTIVE B - SEMESTER 2

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

Students explore and express ideas through the theme of Embellished Fashion. They are encouraged to investigate different types of surface decoration techniques, developing the techniques as an integral part of a finished wearable garment. Practical skills are developed through the manufacturing of a garment. Students complete two assessment tasks, a Design Folio of a product, and a Written Investigation. This investigation covers fashion embellishment and teaches students how to analyse the work of others. A Design Folio is explored and students are introduced to the Design Brief in which they write a scenario based on a chosen client. They learn design considerations, constraints and evaluation criteria through this process. Students apply sequenced production and management plans when producing designed solutions, making adjustments to these plans where necessary, documenting this in their folio. Students use commercial patterns but learn how to modify according to their scenario needs. Garment construction techniques are investigated and the best techniques chosen to manufacture the product.

What Will Students Learn?

- By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose

DIGITAL TECHNOLOGIES

ELECTIVE A - SEMESTER 1

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

In the Digital Technology course students analyse problems; they consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria. They consider the privacy and security implications of how data are used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, and sharing them online, students comply with legal obligations, particularly with respect to the ownership of information.

Across the band, students will have had opportunities to analyse problems and design, develop and evaluate a range of digital solutions.

Practical Components: Programming & Web Design and Development

What Will Students Learn?

- By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users.
- Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects.
- Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.

DIGITAL TECHNOLOGIES

ELECTIVE B - SEMESTER 2

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

In the Digital Technology course students apply systems thinking skills when considering how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, and sharing them online, students comply with legal obligations, particularly with respect to the ownership of information.

Across the band, students will have had opportunities to analyse problems and design, develop and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Practical Components: Data and Research Study & Animation Production

What Will Students Learn?

By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users.

Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects.

Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.

STEM: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS:

ELECTIVE - SEMESTER 1

Content Strands

Science & Engineering

- Science Understanding
- Science Inquiry Skills

Digital Technologies

- Data and Information
- Creating Digital Solutions

Mathematics

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Course Overview

STEM is the combined application of Science, Technology, Engineering and Mathematics through a hands-on and project-based style of learning. This course will present students with various problems and design briefs which will allow students to make choices, interpret, formulate, model, investigate and communicate solutions effectively. A major focus of STEM is the introduction and use of the Engineering Process to solve real world problems. Using these new skills, students will face challenges that require the systematic approach of Engineering to develop the best solution possible. To reflect the nature of a career in any STEM related field, students will be required to work in project teams, develop their communication and collaborative skills and work within deadlines.

In the second term, students will choose their own 'problem' where they will use this process, their existing Scientific, Mathematical and Technical knowledge to develop a solution in teams. This final Engineering problem will culminate in the development, creation and presentation of their solution to the wider community.

What Will Students Learn?

- The Engineering Process to develop solutions
- Prototyping methods to create and test solutions
- The use of technology to accurately log and present data from a Scientific Investigation
- How to create 3D models and the skills to produce (print) the model
- How to use Data Logging equipment to solve problems
- The current situation of a local environmental issue and find solutions to the given problems
- How to write up Scientific Reports to report their findings



SUBJECT SELECTION PLANNER YEAR 9 INTO YEAR 10 - 2020

Domain	Semester 1	Semester 2 Core Elective Options	Semester 2 Core Enhancement Options
Compulsory Units			
Religious Education	Religious Education	Religious Education	
Core Units			
English	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> General English Journalism, media and communications 	<ul style="list-style-type: none"> Literature and Context: Women in Literature
Mathematics	<ul style="list-style-type: none"> General Mathematics Mathematics Advanced Mathematics Applied 	<ul style="list-style-type: none"> General Mathematics Mathematics Advanced Mathematics Applied 	<ul style="list-style-type: none"> Mathematics Advanced
Science	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Forensic Science 	<ul style="list-style-type: none"> Save the planet Save the human race
Humanities	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Money, Markets & Management Civics; a guide for young Australians Geography 	<ul style="list-style-type: none"> Australia; Our Past, Present and Future.
Health & Physical Education	<ul style="list-style-type: none"> Health & Physical Education 	<ul style="list-style-type: none"> Health & Physical Education 	
Elective Units			
Health & Physical Education	<ul style="list-style-type: none"> Outdoor Education A Community Health & Human Dev. A Exercise & Sport Science A 	<ul style="list-style-type: none"> Outdoor Education B Community Health & Human Dev. B Exercise & Sport Science B 	Health & Physical Education
Technology	<ul style="list-style-type: none"> Food Technology A Digital Technology A Product Design & Technology A STEM 	<ul style="list-style-type: none"> Food Technology B Digital Technology B Product Design & Technology B STEM 	Technology
Languages	<ul style="list-style-type: none"> French Italian Japanese 	<ul style="list-style-type: none"> French Italian Japanese 	Languages
Arts – Visual	<ul style="list-style-type: none"> Visual Arts A Visual Communication Design A Media Arts A 	<ul style="list-style-type: none"> Visual Arts B Visual Communication Design B Media Arts B 	Arts – Visual

YEAR 10 HANDBOOK

Tick option of choice and then select electives

Language & Electives

Subject	Elective Choice	
Religious Education		
Health & Physical Education		
Mathematics		
English		Enhancement <input type="checkbox"/>
Science		Enhancement <input type="checkbox"/>
Humanities		Enhancement <input type="checkbox"/>
Language Other Than English (LOTE)		
Language Other Than English (LOTE)		
Elective A		
Elective A		
Elective B		
Elective B		
Additional Elective (Back up)		
Additional Elective (Back up)		

Electives Only

Subject	Elective Choice	
Religious Education		
Health & Physical Education		
Mathematics		
English		Enhancement <input type="checkbox"/>
Science		Enhancement <input type="checkbox"/>
Humanities		Enhancement <input type="checkbox"/>
Elective A		
Elective A		
Elective A		
Elective B		
Elective B		
Elective B		
Additional Elective (Back up)		
Additional Elective (Back up)		

Please submit online printout to your Learning Mentor by August 16, 2019

ENHANCEMENT APPLICATION FORM

Name:			
Learning Mentor group:			
List the Enhancement Study that you are applying for:			
List the assessment tasks and marks from the equivalent Year 9 subject:			
Teachers Comments: Current teachers of the subjects most relevant to this application			
Subject 1 – List name of current subject:			
Teacher’s name:			
Teacher’s comment:			
Subject 2 – List name of current subject:			
Teacher’s name:			
Teacher’s comment:			
Student Comment : Why do you want to study enhancement units?			
Student Signature:		Date:	

Educating Today, Shaping Tomorrow



133 Maidstone Street Altona VIC 3018
P.O. Box 139 Altona North VIC 3025
t 03 8398 2000 e info@msj.vic.edu.au
www.msj.vic.edu.au