

# Year 10 Course Selection Handbook 2023



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YEAR 10 COURSE SELECTION 2023

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## INTRODUCTION

In Year 10, students will undertake the compulsory studies of English and Mathematics for the full year. In designing the remainder of their course, students must select Semester length subjects from each of the other learning domains.

Students must select at least one Semester length subject in each of the domain areas of Science, Humanities (History/Geography) and Health & PE. Students must also select two semester units in the Arts/Technology domain. Once these requirements are fulfilled, additional selections can be made.

Year 10 students will have the opportunity to include a VCE study as part of their Year 10 program. (Please note that this will only be available in specified subject areas and an application process will apply).

1. Students choosing a LOTE or VCE Subject may select one (1) subject from the Arts & Technology list.
2. Students choosing a LOTE and a VCE Subject will have their Year 10 course adjusted accordingly via an interview with a Course Counsellor.
3. Adjustments will also be made for students who qualify to complete two VCE subjects in Year 10.
4. Mathematics teachers will help you decide which of the two Mathematics (Pre-General or Pre-Methods) subjects is best for you.
5. All Year 10 students are expected to participate in the athletics, cross-country and swimming carnivals held on designated days. It is anticipated that the athletics carnival will be held over a full school day in 2023.
6. Year 10 students should consider including the LOTE that they studied during 2022 as one of their electives. Students should note that LOTE is a two Semester length elective i.e. full year (this is the equivalent of two electives).
7. All Year 10 students must engage in one week of work experience. This is described on page 6.

### Factors to consider

Before making your decision about which subjects to select, consider the following points:

1. Your future career path and its requirements. If you have no clear career path mapped out, then follow your major interest areas, but seek the advice of your Coordinators or the Careers Coordinator first.
2. Read the following section in this Handbook, titled 'The VCE'.
3. Select subjects based upon your strengths and interests; that is, the studies you like, and in which you gain good marks.

Parents/Guardians please note that subject contributions may apply to electives. Extra-curricular activities associated with a subject are also offered on a user-pays basis. For further information please see <https://www2.education.vic.gov.au/pal/parent-payment/policy>.

Subject contributions are subject to annual review in Term 4 each year and will be communicated to parents via Compass towards the end of the year.

4. Reasons that are **not** a wise basis for making subject choices are:
  - **selecting a unit simply because your friends choose them**
  - **selecting units that 'look easy'**

- selecting or omitting a unit because you either like or dislike a particular teacher's approach. At this stage there is no certainty who will be teaching a particular unit. Careful consideration by students, parents and teachers will enable you to make the wisest choices.

## Sample Year 10 Courses

### Sample 1: Standard Year 10 Course

<b>Semester 1</b>	English	Maths	Geography	Acc/Eco	Drama	Literature
<b>Semester 2</b>	English	Maths	Physical Education	Science	Information Technology	Ceramics

### Sample 2: Standard Course including LOTE

<b>Semester 1</b>	English	Maths	History	LOTE - Chinese	Science	Literature
<b>Semester 2</b>	English	Maths	Physical Education	LOTE - Chinese	Busines/Legal	Art – Design and Printmaking

**NB. Students undertaking a LOTE study as part of their Year 10 course may choose to select only one Art/Tech subject instead of two.**

### Sample 3: Standard Course including a VCE study

<b>Semester 1</b>	English	Maths	History	VCE Legal Studies	Geography	Outdoor Education
<b>Semester 2</b>	English	Maths	Physical Education	VCE Legal Studies	Science	Media Studies

**NB. Students undertaking a VCE study as part of their Year 10 course may choose to select only one Art/Tech subject instead of two.**

### Sample 4: Year 10 course including LOTE and a VCE study

<b>Semester 1</b>	English	Maths	Literature	LOTE - Italian	VCE Psychology	Science
<b>Semester 2</b>	English	Maths	Physical Education	LOTE - Italian	VCE Psychology	History

**NB. Undertaking a LOTE will mean that students will have only 3 semester length subjects left to choose. These must come from 3 different learning domains.**

### Sample 5: Possible Advanced Course

<b>Semester 1</b>	Advanced English	Pre-Methods Maths	History	VCE Biology	Analytical Science	Health & Personal Development
<b>Semester 2</b>	Advanced English	Pre-Methods Maths	Physical Education	VCE Biology	Geography	Information Technology

### Sample 6: Advanced Course with two VCE subjects

<b>Semester 1</b>	Advanced English	VCE Maths Methods	Analytical Science	VCE Biology	History	Art
<b>Semester 2</b>	Advanced English	VCE Maths Methods	Physical Education	VCE Biology	Business/ Legal	Information Technology

## Work Experience

The compulsory one week Work Experience placement is an integral part of the Year 10 curriculum. All year 10 students have work experience at the same time so no classes will be missed. It is anticipated that it will be towards the end of Term 3 with dates to be confirmed.

The Work Experience program is arranged between the students, parents, employer and the Work Experience Coordinator. The aim is to have students in work placements that reflect their individual interests, although this is not always possible given the nature of some industries and the government policy around student work experience placements.

The major aim of Work Experience is to be part of a working environment for a period of five days. We urge students to move out of their comfort zones and enter businesses or organisations that are not familiar to them, to get the most out of the program.

All students are expected to seek their own employer and to coordinate the completion of a 'Work Experience Arrangement Form' and relevant Safe@Work modules. Instructions regarding the completion of these forms and modules will be provided to all students at their Year 9 Pathways day in Term 4.

## The VCE

The Victorian Certificate of Education (VCE) is a two year course of study. At East Doncaster Secondary College students will be expected to enrol in **12 units** during their first year (i.e. Year 11) and **10 units** in their second year (i.e. Year 12). It is expected that students enrolling at this school will normally select a sequence of units in each study at each year level. For example, a pair of 1 and 2 Units in Year 11 and at Year 12, Units 3 and 4 must be taken as a sequence.

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the development and regulation of the VCE. All students enrolling in the VCE are required to complete and sign an official Entry Form, indicating that they will abide by the Victorian Curriculum and Assessment Authority regulations and the rules relating to assessment and discipline detailed by the school. Students receive a VCE Handbook from the school outlining these regulations.

## Requirements for Satisfactory Completion of the VCE

In order for the VCE to be awarded students must **satisfactorily complete** 16 units of study, including:

- 3 units of an English
- 3 sequences of units at level 3 and 4, in addition to English

Satisfactory completion of a unit is based upon the achievement of **all Outcomes** in each study. Decisions as to whether the Outcomes have been satisfactorily completed are made by the school in accordance with the Victorian Curriculum and Assessment Authority regulations.

## Assessment

Each unit has set work requirements that are outlined in the relevant Study Designs for all Units 1-4.

Assessment of Year 11 will be school based assessment for Units 1 and 2. At Year 12, assessment for Units 3 and 4 will include examinations set by the Victorian Curriculum and Assessment Authority (VCAA).

## Course Selection and Counselling

Careful collaborative counselling of Course Selection occurs between students, parents and staff.

## VCE SUBJECTS OFFERED

As part of the College's commitment to provide extension opportunities for Middle School and Senior students, we encourage students to consider the selection of a VCE subject (Unit 1 & 2) in Year 10. This provides students with the opportunity to develop a pathway to tertiary study; extend their skills at an advanced level in a subject area which is a particular strength; and develop an understanding of the requirements of successfully completing a VCE subject before undertaking a full VCE Program.

To apply to study an accelerated VCE subject in 2023 a student must:

1. Have excellent academic results, particularly in the subject area where they wish to take an accelerated study
2. Show very good work practices
3. Show very good skill development/progress in appropriate areas

4. Explain in 50-100 words why they wish to undertake a particular VCE subject

### VCE Subjects offered to Year 10 students in 2023:

Accounting 1&2	Economics 1&2	Music 1&2
Applied Computing 1&2	Environmental Science 1&2	VCE VM Numeracy 1&2****
Australian & Global Politics 1&2	Food & Technology 1&2	Outdoor Education
Biology 1&2	Geography 1&2	Physical Education 1&2
Business Management 1&2	Health & Human Development 1&2	Psychology 1&2
Chinese 1&2	History 1&2	Studio Arts 1&2
Chinese Language, Culture & Society 1&2	Legal Studies 1&2	Theatre Studies 1&2
Classical Studies 1&2	Maths Methods 1&2***	Visual Communication 1&2
Design & Technology 1&2	Media 1&2	

\*Please refer to the 2023 VCE Handbook for full subject descriptions.

\*Other subjects may be available on an individual basis.

\*\*This will be dependent on students having successfully completed additional studies. (ie. Studying Chinese outside of school; at least a year level above current year. Academic results must be consistently excellent with evidence of student reports provided) Students will also sit a Year 12 exam.

\*\*\*This will be dependent on students' previous ALPHA Mathematics results and will be determined on an individual basis.

\*\*\*\* This is only available to students planning on undertaking VCE Vocational Major.

#### Additional Information

- It is important for students and families to note that the purpose of undertaking a VCE Accelerated subject is to gain an additional study to calculate their ATAR in Year 12. Students should not expect to be allowed to have a reduced Year 12 course load. Students will still be expected to complete 5 studies in Year 12.
- Students and parents must also note that a Year 11 student will always have preference when gaining access to a Year 11 subject.

#### Can I accelerate in Maths or Chinese?

Acceleration in Maths and Chinese is only offered under exceptional circumstances. Students seeking acceleration in Maths Methods or Chinese must still meet the above criteria regarding English and other subjects being 80+, effort and attitude and attendance. There are also additional criteria.

- For Chinese, students must be studying Chinese outside of school at a year level above and achieving 90+. An exam will be administered if all criteria are met.
- For Maths, students must be consistently achieving 90+ in Maths. An exam will be administered if all criteria are met.

\*Students who meet the above criteria will be contacted regarding the next steps in the application process.



## FULL YEAR SUBJECTS

### ENGLISH/ ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

#### English

The Year 10 English course is designed to mirror the same skills as VCE English. Students will be challenged to further develop their language and communication skills by exploring a variety of texts of increasing complexity. They will develop and extend their skills of interpretation and analysis and will respond creatively and critically with an awareness of audience and purpose. The prior skills developed in their awareness and usage of language structures and features will be tested and reinforced.

#### ***Aims***

Students will be able to:

- interpret, evaluate and process information from a variety of texts
- formulate ideas and opinions to express in response to these
- create their own texts in written and oral forms for a range of audiences and purposes

#### ***Areas of study***

##### **1. Reading and Exploring Texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

##### **2. Crafting Texts**

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas.

### 3. Exploring Argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

#### **Assessment**

On-going assessment will consist of class course work and homework, which will include creative, reflective and analytical tasks both written and spoken, along with both mid and end-of-year exams.

### Advanced English OR Units 1 and 2 of VCE Literature

A choice undertaking Advanced English and/or Units 1 and 2 of Literature is made available to students who have demonstrated exceptional ability and aptitude for the English in Year 9. There is an internal selection process that students must undertake.

The Advanced English course provides students with the same core content as the Mainstream English course with a strong emphasis on critical thinking skills and improving the structure and sophistication of writing. Students will be exposed to more challenging questions that require further in-depth analysis and an ability to take greater ownership of their learning.

#### **Assessment**

Like Mainstream English, assessment will consist of on-going class and homework, which will include creative, reflective and analytical tasks both written and spoken, along with both mid and end-of-year

The VCE Literature Course is an enriching and immersive branch of English that offers the opportunity for a more in-depth and complex appreciation of texts. It supports a greater level of complex understanding of poetry, drama and prose with an especial focus on language and construction. The greater level of analytical study additionally challenges advanced learners to wider read and engage with different interpretations. The discipline would additionally support an advanced approach to VCE English which will remain a compulsory subject in Year 11. As a consequence, the choice of Literature directly benefits two subjects with the skills taught within this discipline equally being of value within English.

### English as an Additional Language

At Year 10, the skills of listening, speaking, reading, writing will be extended and reinforced. The focus of this study will be to develop and extend students' skills of interpretation and analysis of a wide range of texts and contexts. Students will be expected to respond creatively and critically to a range of spoken, visual, written and multi-modal texts with the aim of preparing students for VCE studies.

## **Aims**

Students will be able to:

- Listen to a range of spoken texts and respond in a variety of ways including class discussions, note taking exercises and short answer comprehension questions
- Deliver sustained oral presentations on a variety of topics
- Produce a range of writing for different purposes and audiences and further develop some of the qualities that improve the cohesion of written texts
- Read, analyse and interpret a range of authentic and unfamiliar texts
- Continue to consolidate their understanding and practical application of grammatical rules in order to improve expression and clarity in their writing.

## **Areas of study**

1. **Listening** - Listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts
2. **Speaking** - Communicate opinions and ideas in class discussion, group work activities and in sustained oral presentations
3. **Reading** - Independently read, interpret and analyse a wide range of authentic accessible mainstream texts.
4. **Writing** - Plan, review and re-draft a wide range of text types taking control of purpose and audience. Use and expand upon a repertoire of linguistic structures and features.

## **Assessment**

There will be on-going assessment based on set tasks. These will be based on all four areas of study and will include creative and analytical essays, comprehension activities, formal and informal oral presentations, assignments, short vocabulary exercises, note form summaries and analyses. There are also mid-year and end-of-year exams that cover all four skill areas: listening, speaking, reading and writing.

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

Year 10 students are strongly encouraged to include the LOTE that they studied during 2021 as one of their electives. Students should note that LOTE is a two Semester long elective. i.e. full year.

### **LOTE – Italian**

Students in Year 10 Italian will increase their ability in reading, writing, speaking and comprehension of Italian, while at the same time broadening their exposure to the Italian culture and different text types. Through drafting and editing, students will improve content and style of writing. Italian will be used extensively by the teacher in class and students will be encouraged to communicate with one another in Italian in classroom activities.

## **Aims**

Students will be able to:

- Interact orally in a range of situations
- Use appropriate language with conversational partners
- Describe people, places and events by adapting and imitating models
- Display knowledge of the social and cultural context of the spoken language when participating in activities

- Identify the main and supporting ideas or the sequence of events in a passage and pass these on in speech or writing

### ***Areas of study***

Students will develop their ability to write and speak about:

1. Family and Personal identity
2. Cultural differences between Australia and Italy
3. Past and present experiences
4. Travel and Holidays
5. Making plans and arrangements
6. Careers and Future Plans
7. Hobbies and Pastimes
8. Italian homes and products

New linguistic elements will include; the future and conditional tenses, direct and indirect object pronouns, the imperative form, the imperfect tense and possessive adjectives.

Students will also learn about; places of interest, history and art, music as well as undertake novel and film studies.

### ***Assessment***

Students will be assessed using a range of methods which include: formal tests, oral presentations in the target language, reading and writing tasks, listening comprehension, classroom participation and written examinations.

## **LOTE – Chinese Second Language**

Chinese Second Language is designed for students who have gained less than 12 months education in a school where Chinese is the medium of instruction or have had less than 3 years residence in any of the VCAA nominated countries or regions. Students may have had up to twelve months of education in a country where Mandarin is the medium of education.

In Year 10 students will increase their ability in reading, writing, speaking and overall understanding while at the same time broadening their exposure to text types. Students will also develop the capacity to describe people, places and events using different structures and will gain a better understanding of formal and informal language. Students will be able to improve their quality of writing through drafting and editing. Student will then develop their critical thinking and interpreting skills by learning to identify, summarise and reflect on key concepts from written, spoken and audio-visual texts in Chinese. Instruction will be in Chinese mostly and students will be required to communicate with one another in the target language.

### ***Aims***

Students will be able to:

- interact orally in a range of situations;
- use appropriate language with conversational partners;
- describe people, places and events by adapting and imitating models;
- display knowledge of the social and cultural context of the spoken language when participating in activities; such as discussions, role-plays as well as interviews or presentations.
- identify the main and supporting ideas or the sequence of events in a written, spoken passage or viewed materials and pass these on in speech or writing;
- Use knowledge of important conventions of Chinese in editing and writing.

### ***Areas of Study***

The following activities will be incorporated within the strands of Listening and Speaking, Reading and Writing:

1. Discussing ownership, hobbies, school events and holidays
2. Expressing opinions on environmental protection, animal, part-time jobs, health, fashion and food
3. Diary and Letter, Email, Magazine article, Blog writing
4. Informative writing, personal writing
5. Translate text(s) from Chinese into English

These activities are all set in the context of the following themes:

Family; School life; Travelling in China; Leisure; Celebrations; Chinese food, Earning pocket money, Young people's world.

Linguistic elements include: adverbial modifier; aspect particle; conjunctions; demonstrative pronoun; prepositions; potential complement.

### ***Assessment***

Students will be assessed using a range of methods, which include: topic tests, oral presentations, reading and writing tasks and general observation.

## **LOTE – Chinese Second Language Advanced**

Chinese Second Language Advanced is designed for students who have had no more than seven years education in a country where Mandarin is the medium of education, or have lived in a Chinese speaking country for more than 3 years.

In Year 10 students will increase their ability in reading, writing, speaking and comprehension of Chinese while at the same time broadening their exposure to text types. Students will also develop the capacity to describe people, places and events using different structures and will gain a better understanding of formal and informal language. Students will be able to improve their quality of writing through drafting and editing. Students will develop their article thinking and interpreting skills by learning to identify, summarise and reflect on key concepts from written, spoken and audio-visual texts in Chinese. Instruction will be in Chinese and students will be required to communicate with one another in the target language.

## ***Aims***

Students will be able to:

- Interact orally in a range of situations;
- Use appropriate language with conversational partners;
- Describe people, places and events by adapting and imitating models;
- Display knowledge of the social, historical and cultural context of the spoken language when participating in activities, such as discussions, role-plays as well as interviews or presentations.
- Identify the main and supporting ideas or the sequence of events in a written, spoken passage or viewed materials and pass these on in speech or writing;
- Use knowledge of important conventions of Chinese in editing and writing.

## ***Areas of Study***

The following activities will be incorporated within the strands of Listening and Speaking, Reading and Writing:

1. Convincing and persuading
2. Discussing ownership, hobbies, school events, holidays, study and festivals.
3. Arguing, accusing and defending oneself
4. Expressing opinions on the topics of environmental and animal protection, part-time jobs, health, fashion, friends, use of electronic products.
5. Diary and letter writing, email, speech, draft, magazine article.
6. Informative writing, personal writing, persuasive writing and evaluative writing.
7. Movie study, novel.
8. Translate text(s) from Chinese to English
9. Summarize key points from reading texts and apply them in written pieces.

These activities are all set in the context of the following themes:

Family, School life, Travelling, Leisure, Festivals, Famous People in Chinese History, Chinese food, Modern Technology, Volunteer Jobs, Part-time Jobs, Youth Issues, Health.

Linguistic elements include: adverbial modifier; aspect particle; conjunctions; demonstrative pronoun; prepositions; potential complement.

## ***Assessment***

Students will be assessed using a range of methods, which include: topic tests, oral presentations, reading and writing tasks and general observation.

## **LOTE – Chinese Background**

Year 10 Chinese Background is designed for students with a Chinese background who comes from a Chinese speaking country. The course prepares students for VCE Chinese and involves reading, writing, listening and speaking tasks. Students will learn to write evaluative and persuasive essays, study novels and movies and discuss current issues in Chinese. Students will be communicating and writing in Chinese.

## ***Aims***

Students will be able to:

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- Interact in a range of situations
- Use appropriate language with conversational partners
- Convince others with their own ideas about certain issues
- Display knowledge of the social and cultural context of spoken language when participating in activities
- Identify the main and supporting ideas in a passage and pass these on in speech or writing
- Familiar with VCE writing styles

### ***Areas of Study***

The following activities will be incorporated within the strands of Listening and Speaking, Reading and Writing:

1. Convincing and persuading
2. Evaluating both sides for issues
3. Discussing ownership
4. Arguing, accusing and defending oneself
5. Expressing opinions
6. Novel and movie study

These activities are all set in the context of the following themes:

Education in China and in Western countries, Parenting in China, Lifestyle, Healthy living, China's economic development and its impact, current policy, etc.

### ***Assessment***

Students will be assessed by doing: tests, oral presentations, reading and writing tasks, projects and general observation.

**\*\* The College is intending to deliver independent first language, second language and second language (advanced) classes in Units 1-4. This has not automatically occurred in previous years and we would consider that this situation will greatly assist teachers in maximising learning outcomes.**

## **MATHEMATICS**

There are three courses of study in Mathematics at Year 10 at EDSC. Each student must study only one of these courses. Students will be placed into the Maths course based on their Year 9 results

1. **Pre – General Mathematics:** provides students with the three content strands of the Victorian Curriculum;
  - Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability

There is a strong emphasis on:

- Analysing and displaying data and statistics
- Understanding financial terms and their associated recurrence relationships
- Networks

- Matrices
- Linear Relations

This course prepares students to undertake General Maths in their VCE studies.

2. **Pre - Methods Mathematics:** provides students with the three content strands of the Victorian Curriculum;
  - Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability

The Pre-Methods course places a stronger emphasis on the ability to critically analyse and problem solve. Students will be encouraged and supported to work beyond their expected level to develop their curiosity and passion for the subject.

Students should be consistently achieving above 70% in Year 9 Mathematics for access into this subject.

3. **VCE Vocational Major Numeracy - Units 1 and 2:** focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. The Unit structures are arranged upon negotiation with the students. 3 Numeracies (contexts) must be covered in each unit, and utilise 8 Areas of Study - 4 in each unit.

<u>Numeracies (contexts)</u>	<u>Areas of Study</u>
A. Personal numeracy	1 - Number
B. Civic numeracy	2 - Shape
C. Financial numeracy	3 - Quantity and Measures
D. Health numeracy	4 - Relationships
E. Vocational numeracy	5 - Dimension and Direction
F. Recreational numeracy	6 - Data
	7 - Uncertainty
	8 - Systematics

Students must apply to come into this stream. They will be required to demonstrate that they intend to undertake VCE Vocational Major in Year 11. Units successfully passed will contribute towards a student's VCE Vocational Major Numeracy requirement.

**NOTE:**

**Year 9 ALPHA Class of 2022**

All current Year 9 ALPHA students will be enrolled, if appropriate, into VCE Units 1 & 2 Mathematical Methods in the following year as part of the Accelerated mathematics program at EDSC. For more information please speak to your Maths teacher or the Maths Coordinator John Rainbow.



## SEMESTER SUBJECTS

### THE ARTS

#### Art - Mixed Media

In this subject students will gain experience across a range of painting, drawing, printmaking techniques and mixed media processes using a variety of 2D art making materials. Students will undertake tasks exploring issues relating to art, including artists, art practices and art movements from around the world. They will use the studio art process to develop their own individual works with considerations of meaning and construction. Tasks may include painting techniques, figure and portrait drawing, still life, etching, collage and a thematic folio.

#### **Areas of study**

- Drawing techniques and skills
- Painting Techniques and skills
- Etching techniques and skills
- Visual Diary; studio art process through research and exploration of ideas
- Analysis, research and interpretation of the works of artists

#### **Assessment will be based on**

1. Folios of finished artworks
2. Development and planning through a design process in a Visual Diary
3. Analysis tasks and research projects
4. End of Semester Exam

#### Art – Ceramics

In Year 10 Ceramics, students investigate a range of techniques and surface treatments. Through different processes of ceramic production, students will explore and develop their ideas, utilising a range of hand building, surface techniques and glazing methods to create their final pieces. Students will seek out and respond to a range of inspirational images to assist in the development of their practical work and, explore artwork concepts through the Studio Art process in their visual diary. Projects will be a variety of teacher directed and student directed artworks. Research and analysis of both ceramic and sculptural artworks will also be undertaken in this course.

#### **Areas of study**

Studio process: Inspiration, Research and Idea development towards practical tasks

Folio: Ceramic artworks using a range of construction techniques and surface application

Written Tasks: Research and Analysis tasks relating to artists historical context, ideas and their artworks

#### **Assessment**

Assessment will be based on:

1. Studio Art Process in a Visual Diary.

2. Ceramics Artworks and techniques.
3. Analysis, research and interpretation of artworks and artists influences and processes.
4. End of Semester Exam.

## VCD – Commercial Design

In this unit students will gain an understanding of the creative practice of the Communication Design Field, as well as some exposure to methods of conveying ideas used within the Industrial Design Field. There is an emphasis on covering the differing visual communication practices of these design fields, as well as developing problem solving skills requiring creative, **critical** and **reflective** thinking. Students will use the design process to generate a large number of creative ideas before selecting the most appropriate answer to a given problem. This unit will also explore a variety of rendering techniques using a range of different media and methods. Computer-based design will form a component of the course.

### ***Assessment will be based on:***

- Visual Diary drawings (idea generation and concept development)
- Technical drawing.
- Design rendering (digital and non-digital media)
- The Design Process
- Analysis of visual communications
- End of Semester exam.

## VCD - Environmental Design

Students will be engaged in activities concerned with architectural and interior design using a variety of drawing methods, including floorplans, sketch up (3D computer model), planometric and perspective drawing. Students work from a variety of design briefs where a problem is set and students research and gather data and inspiration to develop a range of possible solutions. Students present their response in an appropriate drawing method that best communicates their idea. The presented responses will be rendered to enhance the communication.

### ***Assessment will be based on***

- The design process and working to a brief.
- Architectural design, drawing methods , conventions, design and materials
- Final presentation of instrumental drawing
- Rendering techniques
- Visual Diary drawings and concept development
- Analysis of Environmental Design & Industry Case Study
- End of Semester Exam

## Multimedia Arts

Year 10 Multimedia Arts aims to develop multimedia skills using digital systems. The course incorporates digital imaging skill development – using industry standard software – within a visual arts framework. This amalgamation of skills opens pathways for students to major in Studio Arts, VC&D and IT at a VCE level in their future studies. Students learn key skills in image formats, rendering techniques, cross-platform software integration, digital animation, and the presentation of their work.

### **Areas of study:**

- 2D imaging (Photoshop, Adobe Animate and Illustrator)
- History, themes and working practices of a nominated digital visual artist.
- Elements and principles of art and design
- Digital stills and video art
- Animation
- Copyright
- Computer basics: file types, vector/bitmap, templates, image resolution and file management
- Creative process and concept development

### **Assessment:**

- Development and production of ideas in visual diary
- Folio of finished works - Digital Folio Process
- Responding and evaluating (assignments and visual diary written tasks)
- Exam

## Media

This course is designed to give students experience in media technology, production and theory. Students develop an understanding of filmmaking, including the use of editing techniques and sound. They will make a number of short films, including a 'One Minute Thriller' and a sequence focused on developing their confidence in recording and editing sound. Students will also study a suspense film, whilst looking at a range of scenes from suspenseful films. They will work collaboratively to produce their own short suspense film.

### **Aims**

- To develop an understanding of film language
- To provide practical experience in film production

### **Assessment:**

Assessment will be based upon class and group activities, completion of written work and homework and a number of major projects, including:

- Camera Focus - Depth of Field Shooting Challenge
- One Minute Thriller
- Suspense Film Viewing

- Suspense Film Analysis
- Advanced Dialogue Sound Sequence

## Music: Composition

### **Description of course:**

Have you ever thought you would like to express yourself through composition and song but didn't know where to start? Don't know much about reading or writing music? Well, here's your chance to do both!

Students who enrol will learn how music is constructed and learn the terminology used by composers. They will learn how to write and compose music from scratch and how to use music technology to notate them. Students will record their compositions and perform them in a concert format at the end of the semester.

If you feel a creativity comin' on, this is the elective for you!

### **Areas of study:**

- Big Ideas of Composition
- Composition terms and definitions
- Song writing/Composition (the Elements of Music & Compositional devices)
- Notating compositions
- Performance craft

### **Assessment:**

- Compositional Exercises
- Analysis of a work
- Formative Composition folio
- Performance and notation of Composition

## Music Performance

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. It is recommended that students play an instrument to participate fully in this elective.

### **Areas of Study**

- Performance
- Preparing for Performance
- Music Language

### **Outcomes**

- Solo Performance
- Group Performance
- Aural and Theory
- Performance Craft

### **Assessment**

- Solo performance
- Group Performance
- Aural & Theory exam
- Performance Craft written task

## Art – Photography (Digital)

Students will participate in a range of learning activities to explore and understand the basic materials, equipment and techniques of digital photography. At the conclusion of this subject students will have the necessary knowledge and experience to be able to use a Digital SLR camera, compose a photograph, and produce an image that is technically correct as well as being well designed. Students will also gain some experience in manipulating photographic prints using digital computer processing, primarily the software package Photoshop and also gain practical experience in using the equipment and lighting tools found within a Photographic studio. Through short written exercises and exposure to artists' work, students will gain an appreciation of photography and build their ability to discuss and interpret photography as an art form.

### ***Assessment will be based on:***

- Folio of photographic imagery
- Visual Diary of contact prints, notes and planning
- Analysis, research and interpretation of artworks and artists
- End of Semester Exam

## Drama and Theatre Studies

The focus of this unit is on expressive skills. This unit is designed to introduce and build a foundation for students to explore the skills of devising, rehearsing and performing plays through the use of improvisation and scripts. Students participate in workshops to develop self-confidence, communication and expressive skills. Rehearsals lead to a small scale performance at the end of the semester. Attendance at professional performances and theatre company workshops is expected which will enhance the students' appreciation of expressive skills to use in their own work. Students are encouraged to develop knowledge of non-acting forms of stagecraft such as lighting, costume, sound and makeup. They are encouraged to incorporate these into their own performance.

### ***Assessment***

Assessment is based on class participation, performances and written assignments, e.g. a review of a performance and assessments of own performance, and the maintenance of their journal.

### ***Learning activities will include:***

1. Introductory skills building workshops on focus and concentration, movement and body awareness, improvisation and gesture, voice production
2. Script use and interpretation
3. Characterisation
4. Monologues learnt by heart and presented to the class
5. Individual research projects
6. Rehearsals
7. Playbuilding
8. Knowledge and application of stagecraft
9. Reviews and the keeping of a personal journal
10. Theatre history

## PHYSICAL EDUCATION

Students in Year 10 will undertake five periods of Physical Education per week in one semester; this will comprise one double practical session and three theory sessions. To receive a satisfactory grade a student must be successful in both the theoretical and practical components of this course.

### ***Aims***

Students will be able to:

- Appreciate how the four major Body Systems contribute to human movement.
- Understand basic Biomechanical Principles and how they apply to sporting movements.
- Apply the theory of movement analysis to improving sports performance and health.
- Develop skills in a range of recreational activities.
- Further develop strategies and tactics in sport.
- Demonstrate understanding of rules and regulations of various sports.
- Encourage and understand the benefits of lifelong participation in physical activity.

### **Theory Course Outline**

#### **Body Systems**

1. Skeletal System
2. Muscular System
3. Respiratory System
4. Circulatory System

#### **Biomechanical Principles**

5. Levers
6. Force Summation and Momentum
7. Stability and Balance

#### **Training for Fitness**

8. Training Principles
9. Fitness Components
10. Training Methods
11. Introduction to Energy Systems

### **Practical Course Outline**

Participation in a variety of sports with the emphasis on more recreational pursuits and individual sports such as; Badminton, Fitness Testing, Gridiron, European Handball, Indoor variations of games, Korfball, Minor Games and Touch Rugby.

### ***Assessment***

- Practical classes (including laboratory sessions)
- Workbook and practical laboratory write ups
- Topic Tests
- Assignment/Laboratories
- Semester Exam

## OUTDOOR EDUCATION

Students in Year 10 will undertake 5 periods of Outdoor Education per week in one semester. This will comprise 2 double periods and 1 single period. Typically one double period per week will be dedicated to practical activities. To receive a satisfactory grade a student must be successful in both the theoretical and practical components of this course.

### **Aims**

Students will be able to:

- Develop skills in a range of outdoor recreational activities
- Develop expedition skills in water safety, first aid and resuscitation, map reading and navigation, managing outdoor emergencies, risk assessment and risk management in the outdoors.
- Demonstrate an understanding of safe equipment use and correct application of technique
- Develop teamwork, leadership and communication skills through outdoor activities
- Develop an awareness of the environment in relation to recreational pursuits
- Encourage and understand the benefits of lifelong participation in physical activity

### **Course outline:**

Practical	Theory
<ul style="list-style-type: none"> <li>● First aid and CPR</li> <li>● Water safety</li> <li>● Ocean-kayaking/Paddle boarding</li> <li>● Orienteering</li> <li>● Bushwalking</li> <li>● Mountain Biking</li> <li>● Minimal Impact Camping</li> <li>● Environmental assessment</li> <li>● Team building activities</li> <li>● Indoor rock climbing</li> <li>● Camp stove cooking</li> </ul>	<ul style="list-style-type: none"> <li>● First aid and CPR</li> <li>● Water safety</li> <li>● Weather and map reading</li> <li>● Planning for outdoor activities and safety and survival</li> <li>● Leadership in outdoor settings</li> <li>● Minimal impact practices in the outdoors</li> <li>● Motivations for participation in outdoor activities</li> <li>● Completion of a log report outlining activities, personal reflection and environmental assessment and skills application</li> <li>● Risk in the outdoors</li> <li>● Technology in the outdoors</li> <li>● Types of Outdoor Environments</li> </ul>

## **Assessment**

Practical work:

1. Development of practical skills
2. Safe use of equipment and safe participation in activity
3. Cooperation, teamwork and demonstration of leadership
4. Peer teaching of safe and correct use of equipment

Theory:

1. Research assignments and presentations
2. Bookwork/Homework tasks
3. Log reports
4. Semester Exam

## **Extra-Curricular Items and Activities**

East Doncaster Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. Prices for 2022 are listed below as ***indicative only*** and will be reviewed in term 4 for 2023. These costs will be communicated to parents of students selected to do this course via Compass.

<b>EXTRA CURRICULAR ITEMS AND ACTIVITIES</b>	<b>YEAR 10</b>	<b>VCE UNIT 1/2</b>
Outdoor Education Year 10	\$403	
Outdoor & Environmental Studies - Units 1/2		\$820

## **GEOGRAPHY**

Geography is the study of the places that make up the world. It develops a sense of wonder, curiosity and respect about places, people, cultures and environments. In Year 10 we study both natural and human environments, learning about the challenges and possible solutions of our rapidly changing world.

Geography challenges students to be informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

### **Aims**

Students will be able to:

- Develop an understanding of processes affecting natural and human environments
- Develop an appreciation of a broad range of issues affecting natural and human environments



- Develop data interpretation and analysis skills
- Develop field work and report writing skills

### **Areas of Study**

#### 1. Geographies of Human Wellbeing:

This unit focuses on investigating global, national and local differences in human wellbeing between places. This examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. We look at spatial differences in wellbeing within and between countries. Investigating specific issues such as poverty, wars and conflict, access to water and population growth using studies drawn from Australia, India and across the world.

#### 2. Environmental Change and Management:

This unit focuses on investigating environmental geography through an in depth study of inland water in Australia and in another country. We look at the challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students participate in a compulsory field trip focusing on the natural environment to gather data and complete a field report, with a focus on environmental change and management.

### **Areas of Assessment:**

- |                       |                  |
|-----------------------|------------------|
| ● Research Assignment | ● Exam           |
| ● Fieldwork           | ● Analysing data |
| ● Tests               | ● Mapping Skills |

## **HISTORY**

### **Dictators and Dreamers**

The Year 10 curriculum includes a study of the history of the modern world from 1918 to the end of the twentieth century. This period saw the transformation of the modern world as a result of political turmoil, global conflict and international cooperation and provides a necessary context for understanding Australia’s development, and its global standing.

Beginning with a study of the Treaty of Versailles, students explore the interwar period including the Great Depression, Roaring 20s and the rise of Hitler and the Nazi party as well as the rise of imperialisitic Japan. Students will explore the involvement of Australia and other nations in the lead up to and timeline of World War Two. Students explore the struggle for human rights and the changing landscape for Indigenous Australians and African Americans from the second half of the twentieth century until today.

Year 10 History allows students to develop the skills required to undertake studies in history at a VCE level, providing an overview of the key knowledge and concepts that will allow them to successfully engage in History.

### **Areas of Study**

- |                       |   |
|-----------------------|---|
| ● Australia at War    | ● The inter-war years                                 |
| ● Rights and Freedoms | ● The rise of totalitarian regimes in Europe and Asia |

### **Key Skills**

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| ● Chronology, terms and concepts | ● Historical questions and research |
|----------------------------------|-------------------------------------|

- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

### **Assessment Tasks**

A range of tasks are used to assess student progress during the completion of this course and may include a combination of:

- Extended response tasks
- Document studies (both written and visual documents)
- Essays
- Research
- Exam

## SCIENCE

The units offered are Biological Science, Psychological Science and Analytical Science. The three units are complementary - a student may do one or more of them. All year 10 students should complete one of these Semester length courses to satisfy the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills of the Australian Curriculum.

The units include material related to their personal experience in everyday life. They provide a sound base of scientific knowledge while exploring many aspects of the student's world. Together they provide a broad and balanced introduction to Science and Engineering courses after Year 10.

- A student planning to undertake Year 11 Physics and/or Chemistry is strongly advised to take Analytical Science at Year 10. These students are also advised to have achieved a good pass in mainstream Mathematics.
- A student planning to undertake Year 11 Biology or Environmental Science is advised to undertake Biological Science in Year 10
- A student planning to undertake Year 11 Psychology is advised to undertake Psychological Science in Year 10
- Biology, Psychology and Environmental Science are possible acceleration subjects for students who qualify.

## Psychological Science

### **Aims**

Students will be able to:

- develop knowledge, skills and attitudes towards Science by providing an understanding of natural phenomena, technology and its relevance to society
- think critically and discuss issues
- develop experimental design & investigation methods
- become familiar with key Psychology concepts, skills and expectations in order to make informed course selections
- extend and improve inquiry skills developed in year 9 Science.

### **Areas of Study**

- What is Psychology? Why is it not a pseudoscience?

- Introduction to the study of human behaviours and mental processes
- Sleep: changes to sleep cycle during adolescence, sleep disorders and dreaming
- Criminal Psychology: criminal profiling, criminal psychologists in the courtroom, stalkers and serial killers
- Mental Health: Adolescent mental health risk factors, mental disorders & promoting mental wellbeing
- Inquiry unit: Students will choose a topic for inquiry, develop a research question and create a scientific report to outline their findings.

### Assessment

Students will be assessed by a variety of formative and summative learning tasks which will be recorded on Compass and compiled in three reporting cycles.

### Sample Learning Tasks:

- Case study analysis task
- Sleep diary data analysis
- Mental health infographic
- Forensic psychology test
- Mental health promotion
- End of semester exam

## Biological Science

### Aims

The students will be able to:

- develop knowledge, skills and attitudes towards Science by providing an understanding of natural phenomena, technology and its relevance to society
- think critically and discuss issues
- develop experimental design & investigation methods
- become familiar with key Environmental Science and Biology concepts, skills and expectations in order to make informed course selections

### Areas of Study

#### Environmental Science

- Ecosystems: Interactions, different types of ecosystems, importance of ecosystems, biodiversity, relationships
- Abiotic and biotic factors: Abiotic factors, biotic factors, different ecosystems requirement
- Energy flows: Water cycle, carbon cycle, nitrogen cycle, flow of energy
- Global systems: Lithosphere, hydrosphere, biosphere, atmosphere
- Human Impacts: Human impacts on these different global systems

#### Biology

- Cells and Organelles: Prokaryotic cells, Eukaryotic plant and animal cells, organelles - nucleus, mitochondria, ribosomes, chloroplasts
- DNA Structures and Chromosomes: DNA structure, nucleotides, traits, Chromosomes,

- DNA Inheritance: Alleles, genes, genotypes, phenotypes, recessive and dominant alleles/traits, mitosis and meiosis, pedigrees
- Biodiversity and Speciation: Adaptations, Charles Darwin, artificial selection, natural selection, allopatric speciation
- Evolution and evidence for evolution: Phylogenetic trees, gene pools, mutations, allele frequencies, gene flow, fossils, Biogeography, DNA studies

### Assessment

Students will be assessed by a variety of formative and summative learning tasks which will be recorded on Compass and compiled in three reporting cycles.

### Sample Learning Tasks:

#### Biology

Plant Growth report/poster

Cells and Organelles test

#### Environmental Science

Fieldwork on Ecosystems

Biodiversity hotspot research task

#### Both

End of semester exam

## Analytical Science

### Aims for students:

- develop knowledge, skills and attitudes towards Science by providing an understanding of natural phenomena, technology and its relevance to society
- think critically and discuss issues
- reinforce laboratory skills
- become familiar with key Physics and Chemistry concepts, skills and expectations in order to make informed course selections
- apply theoretical concepts to practical situations and analyse results and discrepancies
- extend your understanding of energy and elements from your Year 9 studies

### Areas of Study

#### Chemistry

Atomic Structure:	Sub-atomic particles' properties, position and variations
The Periodic Table:	Information that an element's position conveys (eg. in terms of atomic structure, reactivity, etc.)
Chemical Bonding:	Using the periodic table to determine types of bonding
Stoichiometric Analysis:	Why we need to balance equations Molar mass Stoichiometric mass-mass conversions

Limiting reactants and percentage yield

Titrations

## Physics

Electricity: Concepts (charge, energy, current, voltage and resistance)

Analysis (Ohm's Law)

Circuits (series, parallel and combination)

Motion: Concepts (position, displacement, velocity and acceleration)

Equations (velocity & acceleration)

Graphs (interpreting, creating and converting)

## Assessment

Students will be assessed by a variety of formative and summative learning tasks which will be recorded on Compass and compiled in three reporting cycles.

## Sample Learning Tasks:

### Chemistry

Periodic Table Annotation; Atomic Structure and Periodic Table Properties and Bonding Test; Stoichiometric Analysis and Volumetric Analysis Practical Reports

### Physics

Electric Circuits Practical Report; Electrical Concepts Test; Motion Concepts and Application Test; Motion Graphs Practical Analysis

### Both

End of Semester Exam

## TECHNOLOGY

### Digital Technology

This unit is designed to give students an insight into computing hardware, networks, data encryption and computer programming. It is a fundamental course for students considering Units 1&2 VCE Applied Computing. Activities set for this unit include projects based on the four phases of the Problem Solving Methodology: Analysis, Design, Development and Evaluation.

### Areas of Study include:

- Develop an awareness of computer hardware, software and networks
- Create a website using a HTML 5
- Design and produce small applications using Visual Basic.Net

- Develop research and analysis techniques in response to an ICT issue

### **Assessment**

Assessment will be based on completion of class tutorials, projects and skills tests.

## **Food Technology**

Year 10 Food Technology will equip students with the knowledge and life skills to make informed, healthy food choices with an understanding of the nutritional requirements of young people. Students will learn and apply skills in safety and hygiene, sensory properties of food, food science, nutrition and the design process. Students will analyse food advertising, marketing and current food trends. Through a variety of food production activities, students will develop a range of practical skills in cookery, baking and kitchen management.

Student Assessment:

- Practical productions; including individual and team design activities
- Investigations
- Analysis & evaluation tasks
- Written examination

During practical productions students are assessed on:

- Safety and hygienic work practices
- Kitchen and time management
- Recipe comprehension and technical skills
- Sensory properties of food

## **Product Design and Technology: Metal/Wood/Plastics**

This Product Design and Technology elective provides students with the opportunity to design and construct their own unique and creative product using a range of machines. Students work through a product design process to investigate, design, construct and evaluate a product to solve a design problem.

Throughout the semester students will undertake the following activities:

- Developing and progressing through a design brief which addresses a situation
- Developing designs and plans
- Working safely with a range of tools and machines
- Evaluating products against criteria established in the Design Brief
- Understanding materials and their properties and how they affect design

### **Assessment**

1. OH&S
2. Investigating and defining
3. Designing and planning
4. Safe construction and use of machinery
5. Practical product and evaluation
6. Exam

## Product Design & Technology: Textiles

The aim of this elective is to develop skills in garment and fashion design. Students use a commercial pattern to produce a fashion garment. They explore a variety of surface decoration techniques to complete a creative design project and folio.

### Areas of study:

- safe use of machines and equipment
- garment construction techniques
- textile and fashion design
- commercial pattern use
- fibres and fabrics
- sustainable textiles
- textile labelling

### Assessment

Assessment will be based on:

1. Student production folio.
2. Fashion design task
3. Major practical project/s
4. Exam

## Systems & Technology

This elective explores different systems that help support the way we live. With a major focus on Robotic Systems, students look at their historical development, the manner in which they have evolved and how they have assisted in many areas of society. Students use 'Python' programming language to control systems using a microcontroller and learn how to integrate electrical and mechanical systems. Other focus areas include hydraulics, pneumatics & engineering.

### Areas of study:

- Robotics
- Hydraulics / Pneumatics
- Engineering

### Assessment

1. Programming skills
2. Problem solving & construction techniques
3. Assignments
4. Exam

## ADDITIONAL CHOICES (After Course Selection Criteria have been met)

### COMMERCE

#### Accounting Economics

This unit will provide students with a solid foundation for the study of Accounting and Economics in VCE. The unit will examine the key knowledge and skills required in Accounting and Economics. Further, the unit will look at how individuals, business, government and community interact and the relationship between them.

#### ***Aims***

The study will:

- Provide students with the basic Knowledge and Skills required to succeed in Year 11 Accounting and Economics.
- Investigate how markets, government policies, enterprise and innovation affect the economy, society and the environment in terms of employment, economic growth, the use and provision of resources, exports and imports and economic sustainability.
- Use economic reasoning, including trade-offs, to research and propose solutions to economic issues and problems of global significance, as well as to clarify and justify values and attitudes.
- Investigate and produce basic cash activities statements, including journals, cash statements and income.
- Draw on a range of resources, including the mass media, in relation to social and environmental issues in personal, communal and global contexts.

#### ***Area of Study***

1. The Accounting Equation.
2. Accounting Elements: assets, liabilities, owner's equity, revenue and expenses.
3. Accounting Records & Reports: Receipt & Payment Statements and Cash Journals
4. The basic economic problem: relative scarcity.
5. The need for economic decision making and the concept of opportunity cost.
6. Supply and Demand .

#### ***Summative Assessment***

- Accounting Theory Test (Cycle 1)
- Income Statement Test (Cycle 2)
- Economics Test (Cycle 2)
- Exam (Cycle 3)

#### ***Formative Assessment***

- Task words (Cycle 1)
- Classification of Accounting Elements Activity (Cycle 2)
- Demand and Supply Graph (Cycle 2)
- Revision activities (Cycle 3)



## Business and Legal (BAL)

This unit will provide students with a solid foundation for the study of Business Management and Legal Studies in VCE. The unit will examine the key knowledge and skills required in both these areas of study and will look at how individuals, business, government and the community interact as students examine the relationship between them. Students will discuss how decisions made by such groups affect society and the world in which we live. It is also aimed at assisting students to develop an interest in the world around them and to participate in action that leads to change and to understand their rights and responsibilities within both our legal and business systems.

### ***Aims***

The study will:

- Provide students with the Key Knowledge and Skills required to succeed in Year 11 Business Management and Legal Studies.
- Look at the origins and nature of Australia's Federal Political System, explain how the Constitution affects individuals' lives and understand how citizens influence government through policy participation.
- Outline the different business environments and structures in which small and large businesses operate.
- Draw on a range of resources, including the mass media, in relation to social and environmental issues in personal, communal and global contexts of business.
- Explore the fundamentals of enterprise and what it takes to innovate and become entrepreneurs.
- Learn about e-commerce and how the internet and technology has impacted the way we buy and sell goods and services.

### ***Area of study***

1. Accurately use relevant management terms.
2. Recognise and classify different types of businesses and their respective structures.
3. Research aspects of Business Management using print and online sources.
4. Analyse business information and data related to entrepreneurship and innovation.
5. Discuss and evaluate the impact of technology and online trade on business success and performance.
6. The difference between legal and non-legal rules.
7. The need for laws and the characteristics of an effective law.
8. The function of the Australian Constitution and how it establishes law making power
9. The distinction between Criminal Law and Civil Law.
10. An overview of the role and characteristics of parliament and subordinate authorities in lawmaking.

### ***Summative Assessment***

- Government and Law Test
- Case Study on Individual Rights
- Examination

### ***Formative Assessment***

- Task words & Key Definitions Quiz
- Original Business Idea presentation
- Entrepreneur Case Study
- Human Rights Presentation

## ENGLISH LITERATURE

### Journalism

In Year 10 Journalism you'll learn how to research and write stories in a range of media forms by searching for background information, conducting interviews, writing and editing stories and publishing them online, via podcasts and videos. Students will be actively engaged in broadcasting and publishing their work throughout the semester.

#### ***Aims***

- To develop an understanding of journalistic writing and practices
- To develop journalistic writing skills
- To develop practical skills in audio and video production

#### ***Areas of study***

- **Podcasting:** Students will discover the structure and conventions of current affairs reporting and make their own short podcast.
- **Print:** Students will hone their written skills by developing confidence in journalistic feature writing.
- **Documentary:** Students will shoot, research and edit their own short documentary.

#### ***Assessment:***

Assessment will be based upon class and group activities, completion of written work and homework and a number of major projects, including:

- Radio current affairs segment
- A feature article for publication
- A short documentary

### Literature

This subject is aimed at students who enjoy reading and are interested in the further study of poetry and drama, as well as texts selected from varied novel, film and short story forms and genres. It is intended to encourage those students considering VCE Literature, as well as being an enjoyable and rewarding study in itself which additionally benefits mainstream English.

#### ***Areas of Study***

##### 1. Literature in the Making

This focuses on an exploration of the use of language in texts and the variety of ways of interpreting texts to construct different but equally valid readings.

##### 2. Views, Values and Contexts

The focus here is upon how texts are constructed to express particular interests and concerns of the author to create a particular world-view.

## Assessment

Ongoing assessment will be based upon various creative and analytical responses to the close study of a range of texts in both oral and written form, along with an end-of-semester exam.

## HEALTH & HUMAN DEVELOPMENT

Through the study of Year 10 Health and Human Development, students develop their understanding of the key concepts of health and human development. They analyse the health status of Australians and consider the impact of a range of factors including health care in Australia. Students will explore nutrition, developing knowledge of the role of different nutrients and building skills to critically analyse nutrition information. Students will then investigate global health, comparing the health status of countries within the World Bank Income groups (high, middle and low income) and the factors that contribute to differences.

### *Students will be able to:*

- Understand various dimensions of health and wellbeing, and limitations within these.
- Use various health status measurements to analyse the health status of Australians.
- Describe key aspects of Australia's health care system and discuss the role of health care in promoting health status in Australia
- Distinguish between macro and micro nutrients and the functions of each.
- Examine food selection models that promote healthy eating.
- Identify consequences of short and long term nutritional imbalance.
- Identify the World Bank Income groups and discuss the factors that contribute to differences in health status between countries
- Identify and discuss the role of the Sustainable Development Goals to eradicate extreme poverty, fight inequality and injustice and tackle climate change.

### Assessment

- Research tasks
- Topic Tests
- Analysis tasks
- Oral presentations
- End of semester exam

## Humanities

### EXTEND Project (Individual research)

This is a unique semester-based subject that provides students with the opportunity to engage in the **study of a topic of individual interest to them**. Any potential topic has to be of sufficient intellectual rigour to justify a prolonged period of study. All topics should be worthwhile, viable and able to sustain individual interest. This is a chance to pursue a passion!

The exTEND Project allows students to develop the essential skills required for university courses, such as critical thinking, research skills, time management, academic writing, note taking and reading for meaning. The study also enables students to take highly active roles in deep, meaningful learning that prepares them for both study beyond secondary school as well as to become critical thinkers in their teenage and adult lives. It is also

intended to be a preparatory subject for students who are potentially interested in undertaking VCE Extended Investigation.

### **Aims**

Students will be able to:

- Develop an understanding of the fundamentals of effective research
- Evaluate, develop and implement research methodologies
- Conduct a literature review
- Develop an understanding of and apply conventions of academic writing
- Develop an understanding of and apply critical thinking
- Analyse and evaluate arguments, evidence and sources
- Assess the strengths and weaknesses of arguments and propositions
- Develop an understanding of an apply data collection methods
- Explain and justify their investigation, and predict outcomes

### **Areas of study:**

1. Designing a research question
  - Research methodologies (develop research plan, select methods)
  - Literature reviews (learn about the background of their area of investigation)
  - Academic writing (conventions of academic report writing, referencing, citations)
2. Planning and investigating
  - Evaluating sources (What makes a reliable source?)
  - Data collection and analysis (basic methods of data collection, analysing data)
  - Conducting research (applying research methods)
3. Presentation of research
  - Oral report (explanation and justification of students' research)
  - exTEND Journal (research journal) (ongoing documentation of progress using One Note)
4. Critical thinking
  - Argument construction
  - Assessing arguments and propositions
  - Apply critical thinking

### **Formative assessment**

1. exTEND Journal (One Note)
2. Drafting - research question, literature review, research plan (written submissions)
3. Critical thinking quiz
4. Socratic seminars

### **Summative assessment**

1. Research question
2. Literature review
3. Research plan
4. Oral presentation