

2017



**WELLINGTON  
SECONDARY COLLEGE**

**YEAR 10  
COURSE GUIDE  
2017**

# Introduction to Year 10

In this Course Guide you will find outlines of core subjects and elective units provisionally offered in Year 10 for 2017. The subject selection process will allow students to make elective choices. This combination of core subjects and elective subjects is arranged so that students complete some subjects in all learning domains during Years 9 and 10.

## Selecting a Course

After receiving the Course Guide and Course Selection Sheet, students should discuss initial choices with parents. Career information and counselling advice are available through a team led by Ms Huffer, Director of Student Pathways. Students are encouraged to visit the careers room at lunchtimes and after school to use the resource materials.

## Year 10 Electives

In addition to completing core studies, students will select 2 semester-length elective subjects, 1 per semester, giving a total of 2 elective subject choices for the year.

The elective subjects will run for 500 minutes (10 periods) per fortnight.

They will align with selected VCE/VET subjects/studies. Please note, students are only permitted to select one VCE/VET subject per semester unless under special consideration. A Unit 1 and 2 sequence will take the place of the elective choices. Students selecting a language will also need to be aware that this must be taken in Semester 1 and 2. Studying a Unit 1 and 2 subject in Year 10 is considered to be Advanced Placement.

The College recognises that the needs of some students will be different as they prepare for study in the Senior School. Every effort will be made to meet the needs of all students in their subject choices and career planning.

**Course Counselling for Year 9 students entering Year 10 in 2017 will take place during the school day on August 3<sup>rd</sup> and 4<sup>th</sup> (schedule to be confirmed).**

## Year 10 Courses

Following Course Counselling students should discuss their selections with their parents/guardians before the scheduled day of the computer entry of their selections. **The course selection sheet MUST be handed in by Monday, August 8<sup>th</sup>.**

### Note:

- This procedure is not a promise of promotion into the next year level. This will be decided at the end of the school year and is dependent on appropriate levels of progress.
- This initial selection made by students will indicate those subjects with sufficient student interest to be timetabled.
- Not all elective subjects listed in the course guide may be run in 2017. The timetabling of elective subjects will depend upon the initial level of student interest and the constraints of staffing and facilities. Some students may be asked to reselect elective subjects.
- The course selection sheets must be returned no later than Monday August 8<sup>th</sup>. The students complete the entry of their selections on the computer. The course selection sheet **MUST have both signatures of the STUDENT and PARENT**
- For any further information please contact Mr Flack (Head of Middle School) or Ms Huffer (Director of Student Pathways)

## Essential Education Items

Essential Education Items/materials are those items used in the teaching of a standard curriculum program that the Department of Education and Training has determined parents and guardians are responsible for, and may choose to either provide or pay the school to provide.

These items may include:

- materials that the student takes possession of, including textbooks and stationery
- materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. Food Technology )
- essential services associated with but not considered to be part of instruction in the standard curriculum program such as costs associated with camps and excursions

**Mr Jonathan Flack**  
Head of Middle School

**Mrs Fern Brisbane**  
Assistant Principal

# Year 10 Curriculum

## Year 10 Core Studies

The compulsory studies below provide a broad general education for all students.

	Subject	Duration	Time per fortnight
	English/English as an Additional Language/Effective English	2 semesters	500 minutes
	Mathematics	2 semesters	500 minutes
	Humanities/Humanities for EAL Students	2 semesters	500 minutes
	Health and Physical Education	2 semesters	500 minutes
	Science/Applied Science	2 semesters	500 minutes

## Year 10 Elective Studies

- Students will take **2 units** from the Elective blocks (1 each semester).

Electives in Year 10 will run for 500 minutes per fortnight and will be timetabled in such a way as to allow students to undertake Advanced Placement VCE/VET Units 1 & 2 if the student has demonstrated a high level of achievement in that study area during their Year 9 studies.

A range of VCE/Unit 1 and 2 sequences will be available to Year 10 students to select. **This will not be an automatic process and must be supported by the counselling recommendation, student capacity and timetabling.**

For those Year 10 students who accept an invitation to enrol in a VCE study, it is possible they may share classes with Year 11 students.

**A number of electives involve costs. Parents should note that payment for these is required by early November, 2016. Electronic Levy Invoices will be distributed on the day the students complete the computer entry of their selection.**

## Year 10 Elective Units

<b>Arts</b>	
*It is recommended that the Visual Arts and Music electives be taken sequentially but can be stand-alone units.	
Performing Arts	Drama - Performance Making
	Media – Video Production
	Creating and Performing Music
	Compose Yourself
Studio Arts-10	Photography/Media/Painting(S1) Sculpture/Printmaking (S2) *These units are preparation for VCE Studio Arts 1-4
Visual Communication Design-10	Design/Architecture (S1) Graphic Design/ Industrial Design (S2) *These units are preparation for VCE Visual Communication& Design
Art and Design 1	Photography/Media/ Painting/ (S1) Design/Architecture (S2)
Art and Design 2	Graphic Design/Industrial Design (S1) Sculpture/Printmaking (S2)
<b>Languages</b>	Year 10 French (Semesters 1 & 2)
	Year 10 Mandarin (Semesters 1 & 2)

<b>Humanities</b>	Introduction to Philosophy
<b>Technology Electives</b>	Information Technology - Computer Programming
	Design Technology
	Food Studies
<b>Science</b>	Psychology

## Year 10 VCE Advanced Placement

Below is the list of subjects that students may select from for a Unit 1 & 2 Advanced Placement to study in Year 10. It is important to remember that admission to these courses is made on an individual basis determined by the counselling recommendation, student capacity, teacher recommendation, approval from the Heads of Senior and Middle School, and timetabling. Students must demonstrate a high level of achievement as well as excellent work habits in order to be selected.

Students should refer to the Senior School Handbook via Compass, Moodle or the College Website for specific details of each unit including a brief description and assessment details.

<b>The Arts</b>	<b>Computing</b>
Theatre Studies	Computing
Media	<b>Mathematics</b>
Music Performance	Mathematical Methods
Music Style and Composition	<b>Science</b>
<b>The English Group</b>	Biology
Literature	Psychology
<b>Humanities</b>	<b>Technology</b>
Accounting	Food Studies
Australian and Global Politics	Product Design and Technology
Business Management	<b>Health and Physical Education</b>
Economics	Health and Human Development
History	Physical Education
Legal Studies	
Philosophy	

## Vocational Education and Training (VET)

Students interested in undertaking a Vocational Education and Training (VET) course as part of their Year 10 studies should see Ms Huffer (Director of Student Pathways) for details.

Options include Automotive, Hospitality, Building and Construction etc. Please note that these courses may have additional materials and equipment charges.

# CORE SUBJECTS

## ENGLISH

**Duration:** Two semester units

### 1. Goals

To develop:

- The ability to read and to comprehend the English language.
- The ability to speak and to write fluently and coherently.
- The appreciation of literature: prose, poetry, film and drama.
- Sequential and logical thinking.
- An awareness of self and of dynamic relationships between self and others in society - involving reflection upon ideas and issues.
- An awareness and appreciation of how language is used in argument
- An awareness and appreciation of the history of English language
- Lessons will include personal learning, interpersonal learning, thinking skills, communication skills and ICT.

### 2. Subject Content

- Studying: a novel (*To Kill a Mockingbird*), a film (*Mississippi Burning*), a play (*Romeo and Juliet*), selected poetry and print and online media.
- Responses to these texts will be written and oral.
- Writing: short and extended pieces in a variety of genres including, but not limited to, analytical, expository, narrative, personal and persuasive. Some of the writing will involve responding to texts and examining how language is used in argument.
- Listening and speaking: formal and informal oral work completed individually and in small groups. This includes performances of excerpts from '*Romeo and Juliet*'.

### 3. Teaching Approaches

Class lessons, group and individual tasks will include emphasis on the processes of literary appreciation and writing competence. There will be occasion for participation as audience members at theatrical performances, films and public speaking activities.

### 4. Assessment Methods

- Ongoing formative assessment through classwork and homework.
- Students will complete several Common Assessment Tasks: text response essays in both Semesters One and Two; oral presentations in both semesters; a comparative essay and a written task examining the way argument is used to persuade an audience.
- Students will sit an exam in Semesters 1 and 2.
- Participation and co-operation in group activities and class discussions
- Graded assessment of specific tasks
- Common testing

**Contact Person:** *Ms Catherine Malcolm*

# CORE SUBJECTS

## ENGLISH AS AN ADDITIONAL LANGUAGE

**Duration:** Two semester units (NB: This course is designed to be taken in place of English)

Places in English as an Additional Language (Core) classes, will be given to those students who qualify for EAL status (funded EAL students) at VCE level. Other non-funded students will be considered on a case-by-case basis.

### 1. Goals

The Year 10 English as an Additional Language Core Course aims to:

- enable students from a non-English speaking background to develop their ability to read, hear, understand, speak and write the English language so they can use it effectively and confidently in a wide range of situations
- adequately prepare students for the demands of VCE
- develop an understanding of Australian culture
- enhance social skills, self-esteem and pride in their cultural heritage
- develop learning-how-to-learn skills

### 2. Subject Content

	Semester 1	Semester 2
Reading	A novel, selected short stories, media texts and wider reading	Selected short stories, media texts and wider reading
Writing	Comparative writing, creative response and literature essay	Comparative and analytical writing and literature essay
Listening & Speaking	One formal oral presentation, listening test, class work and group discussions	Listening test, class work and group discussions
Film		In depth analysis of a film and segments of current affairs programs

### 3. Teaching Approaches

- Teacher directed
- Co-operative group work
- Individual tasks

### 4. Assessment Methods

- Ongoing formative assessment through classwork and homework
- Students will complete several Common Assessment Tasks: a comparative essay and listening test in both Semesters; an oral presentation and a creative response in Semester 1; and an analysis task examining the way argument and language are used to persuade an audience in Semester 2.
- Students will sit an exam at the end of both Semesters
- Participation and cooperation in group activities and class discussions
- Graded assessment of specific tasks

**Contact Person:** *Ms Robyne Elder*

# CORE SUBJECTS

## EFFECTIVE ENGLISH

The Literacy outcomes for this subject are modelled on Foundation VCAL Literacy Learning Outcomes and bridging concepts for potential Year 11 pathways.

Duration: Two Semester units

### 1. Goals

To develop:

- Spelling strategies
- Reading and comprehension skills
- Cohesive and fluent writing skills
- Researching skills
- Speaking, listening and presentation skills
- Interpersonal & social skills
- General language skills to assist with literacy in all other subject areas

### 2. Subject Content

- Studying Morris Gleitzman novel "Soon" as well as selected poetry, prose, print and online media.
- Opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes.
- Program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs.

### 3. Teaching Approaches

- program delivery that builds resilience, confidence and self-worth
- applied learning linked to community, work and/or school activities
- classroom delivery based on whole class, small groups or individual activities
- flexible delivery

### 4. Assessment Methods

- Ongoing formative assessment in classwork and homework
- Specific testing of skills and knowledge as required.
- Participation and co-operation in group activities and class discussions
- Gathering outcomes via various ongoing assessment methods to ascertain competency.

This subject will be available to students on request and teacher recommendation.

**Contact Person: Ms Natasha Dickinson**

# CORE SUBJECTS

## MATHEMATICS

**Unit Length:** Full Year

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including the use of the Casio Classpad 400 calculator, is utilised where appropriate. Students follow the course described by the Australian Curriculum - Year10/10A. For further information please see: [www.ausvels.vcaa.vic.edu.au/](http://www.ausvels.vcaa.vic.edu.au/)

### Outline

During Semester 1, the ability to solve linear equations and to graph linear functions is consolidated. Ideas of expansion and factorisation, measurement and probability all are extended. Ways of using the graphing and algebraic capacity of CAS calculators to enhance understanding are investigated.

During Semester 2, students cover topics from those described to prepare them for either General Mathematics Further or Mathematical Methods. In trigonometry, students discover and apply trigonometric identities. The study of graphs is extended by the introduction of quadratic, polynomial and exponential functions. Statistics is studied, with an emphasis on continuous data and measures of spread. Fractional indices and logarithmic functions are introduced. The study of financial mathematics is extended to include simple and compound interest as applied to real-life situations.

### Key Skills

Knowledge, application and understanding of basic facts in routine and non-routine problems, communicating mathematical understanding, using a Casio Class Pad 400 calculator appropriately and efficiently.

**Assessment:** Application and analysis tasks, topic tests, examinations.

### Resources

Pearson Mathematics 10/10A, Casio Class Pad 400 calculator, Manga High.

## ACCELERATED MATHEMATICS

VCE Mathematical Methods units 1 and 2

Students in the Accelerated Mathematics program will be offered the opportunity to undertake VCE Mathematical Methods Units 1 and 2 whilst they are in Year 10, subject to teacher recommendations and the course counselling process. See the Senior Handbook for further information.

## FOUNDATION MATHEMATICS (UNIT 1 AND 2)

Some students in Year 10 undertake Foundation Mathematics. This course places more emphasis on applied mathematical concepts and practical skills for those interested in a more vocational pathway. Class sizes are smaller to allow for more individual help. Students in this course are more vocationally orientated and selection will be by teacher recommendation only. This subject does **not** lead on to any 3 & 4 Mathematics sequence or allow for entry into any other 1 & 2 Mathematics sequence.

Foundation Mathematics provides for the continuing mathematical development of students entering VCE of VCAL in year 11 and who do not intend to undertake any further VCE Mathematical studies. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. All four areas of study are to be completed over the two units. The content is developed using contexts present in students' other studies, work and personal or other familiar situations.

**Contact Person:** *Ms Rochelle Dickson*

# CORE SUBJECTS

## HUMANITIES

**Duration:** Two Semesters

Year 10 Humanities incorporates the study of History with an Economics and Business component included in order to provide pathways to VCE History, Business Management, Accounting, Legal Studies and Economics

The course aims to assist students develop:

- An understanding of key events in the recent history of Australia and the world and their ongoing significance
- The ability to effectively analyse historical sources
- The ability to think critical about knowledge and ideas
- The ability to research effectively and to reference information correctly
- An understanding of the key concepts in business management, economics, accounting and legal studies, relevant to their everyday lives.

### Subject Content

Students will study in depth the following topics:

- World War Two
- Popular Culture from 1945 to the present
- Rights and Freedoms in Australia
- Students will also complete an Economics study which will comprise the following elements:
  - Taxation and Investment
  - Consumer Law
  - Financial Literacy

### Assessment Methods

- Analytical essays
- Visual and written source analysis
- Research tasks
- Oral presentations using multimedia
- Tests
- Assignments

**Contact Person:** *Ms Sarah Cattermole*

# CORE SUBJECTS

## HUMANITIES FOR EAL STUDENTS

**Duration:** Two Semesters

Year 10 Humanities incorporates the study of History with an Economics and Business component included in order to provide pathways to VCE History, Business Management, Accounting and Legal Studies. This subject is specifically offered to students from a non-English speaking background who require additional assistance in developing their English Language both orally and in writing. It seeks to promote confidence and proficiency in English in all its modes through the Humanities content.

The course aims to assist students develop:

- An understanding of key events in the recent history of Australia and the world and their ongoing significance
- The ability to effectively analyse historical sources
- The ability to think critical about knowledge and ideas
- The ability to research effectively and to reference information correctly
- An understanding of the key concepts of business management, economics, accounting and legal studies, relevant to their everyday lives.
- An understanding of English tenses and how to use them appropriately when discussing business processes and historical events.

### Subject Content

Students will study in depth the following topics:

- World War Two
- Popular Culture from 1945 to the present
- Rights and Freedoms in Australia
- Students will also complete aspects of a Business study which will comprise of the following elements:
  - Taxation and Investment
  - Consumer Law
  - Financial Literacy

### Assessment Methods

- Analytical essays
- Visual and written source analysis
- Research tasks
- Oral presentations using multimedia
- Tests
- Assignments

**Contact Person:** *Ms Robyne Elder*

# CORE SUBJECTS

## HEALTH & PHYSICAL EDUCATION

**Duration:** Health and Physical Education runs for 500 minutes per fortnight throughout the year. It will comprise of 200 minutes of Health and 300 minutes of Physical Education per fortnight.

### HEALTH

Personal Growth has been designed as a pathway to Units 1 + 2 Health and Human Development. The subject focuses on two major areas; health and well-being followed by pathway/career planning.

#### Subject Content

- Work education
- Work Experience: Practical application of material studied in the course
- Lifestyle illnesses
- Health and Development of Australians.
- Respectful Relationships
- Nutrition
- Sexuality: diversity, STIs
- Drug Education

#### Goals

- To provide a pathway to Units 1 + 2 Health and Human Development.
- To provide knowledge and understanding of the world of work.
- To enable students to understand the processes involved in planning and training for their future in the workforce.
- To help students make informed decisions regarding career choices.
- To provide students with awareness and knowledge of health components and the impact they have on lifestyles.
- To continue on from the Year 9 Sexuality unit, students cover more complex ideas of sexual diversity.
- To continue on from the Year 9 Drug Education unit, the focus is on the components of drugs and harm minimisation.

### PHYSICAL EDUCATION

This unit has been designed as a pathway to Units 1 + 2 Physical Education. Students will have the opportunity to participate in one of the following sequences of physical education:

#### SOCCER AND BODY WORKS

The year will comprise of one semester of Soccer and one semester of Body Works. The Soccer component covers game strategy, skills development, refereeing, coaching and specialised training for the game. Students are required to arrange a training session for the class. There may also be excursions run throughout the semester at a cost to the student. The Body Works component covers basic knowledge of the principles of training – knowledge of safe training methods – an understanding of the effects of training and an ability to improve overall performance through a variety of fitness training methods.

#### Assessment

- Attendance and Participation
- Theory Assignments
- Course Work
- Test

#### BASKETBALL AND GENERAL PHYSICAL EDUCATION

The year will comprise of one semester of Basketball and one semester of General Physical Education. The General PE component will give students an opportunity to advance their knowledge and skills in a variety of sports they have previously been exposed to along with new sports and activities. The unit will cover skill development and application, fitness level assessment and improvement and coaching skills and strategies. There may also be excursions run throughout the semester at a cost to the student. The Basketball component will have an emphasis placed upon physical skills involved with the game of Basketball along with the physical requirements of the game. This unit will also address offensive and defensive strategies, understanding of rules, refereeing, coaching, and improving personal fitness levels.

## Assessment Methods

- Attendance and Participation
- Theory Assignments
- Course Work
- Test

Students will also be involved in 100 minutes of Physical Education theory per cycle and will cover the following content:

- Physical Fitness
- Training Programs
- Fitness components
- Measurement and Evaluation
- Advanced Body Systems and Energy
- Interrelationships between body systems
- Coaching styles
- Managing Risk

**Contact Person: *Mr Greg Whyte***

# CORE SUBJECTS

## SCIENCE

### Brief Description

Students must complete a year of Science and will study topics in each of the 4 key learning areas of Physical, Chemical, Biological and Earth sciences.

In their studies of Physical science students will be introduced to the key concept of motion. They will describe and explain the motion of objects in terms of the interactions of forces. Students will also investigate energy and how it is transformed during the motion of objects. Chemical science will allow students to discover the nature of different chemical reactions and how chemical equations are used to represent their outcomes. Students will explore how some of these chemical reactions are important in living and non-living systems. During their studies of Biological Science students will study the nature of DNA as the genetic material. They will investigate patterns of inheritance and understand the role of DNA technology within our society, including considering the ethics of its use. Students will learn about the process of evolution and the changes we have observed in organisms overtime through the fossil record. Earth science will see the students learning about the creation of the Universe, the stars and our solar system. The focus will then shift to the Earth and the theories of how life began as well as global systems such as the matter cycles, ocean currents and changes in the global climate.

Students will examine science as a human endeavour understanding how advances in science rely on technological advancements. They will also investigate values and the needs of society influence the research undertaking by scientists and why scientific claims must be contested and refined over time. Throughout the year students will design and conduct scientific investigations including formulating hypotheses and using evidence to support or reject them. Students will learn to use units of measurement, symbols and other scientific conventions to communicate scientific ideas and data successfully. They will also understand how the values and needs of modern society can influence the focus of scientific research and how science can also influence society.

### Assessment Methods

- Completion of practical experiments and reports
- Presentation of a scientific poster
- Investigations into genetic analysis
- Animation of a scientific concept
- Examination

**Contact Person: Ms Christina Gibson**

## APPLIED SCIENCE

### Please note:

- Students must be recommended by their teachers to do this subject
- Students who complete this course may not be eligible for a pathway into VCE Physics and Chemistry

### Course content:

- Students will use real world and practical examples to explore topics in Physics, Chemistry, Biology and Earth Science
- Students will conduct experiments in class and use their experiences to explain scientific concepts
- Students will be assessed using practical reports and projects based upon experiments conducted in class

**Contact Person: Ms Christina Gibson**

# ELECTIVE SUBJECTS

## ARTS

### DRAMA: PERFORMANCE MAKING

#### Brief Description

In the first half of the unit, students study non-naturalistic styles of drama. In the second half, students explore how to develop a character. Students then use this knowledge to script, rehearse and perform an ensemble piece.

#### Assessment Methods

- Assignments
- Workbook/Journal
- Performance

**Cost to student:** Excursion cost

**Contact Person:** *Mr Aben Alexander*

### MEDIA: VIDEO PRODUCTION

#### Brief description

Students will learn about the different forms of Mass Media whilst analysing and reflecting upon their own media habits. They will become familiar with the media codes and conventions that govern ratings, programming and advertising. They will also develop skills in script writing and other video production skills in shooting and post production.

#### Assessment methods

Media design tasks and completion of a media product  
Research assignments  
Written tasks incl. surveys and analysis  
Scriptwriting and video production tasks

**Cost to student:** \$15

**Contact person:** *Mr Michael Shadur*

## MUSIC

### Creating and Performing Music

#### Brief Description

Students will develop their knowledge, understanding and practical application of music concepts. Students will choose an area of performance interest and cover a range of fundamental pre-VCE theory and aural skills, music technology projects and creative composition activities. Students who undertake instrumental music studies will benefit from taking this subject. This unit will equip students with the necessary skills for a strong start in VCE Music Performance in Year 11, and it leads into VCE Music Performance Unit 1.

#### Assessment methods

- Music Performances Group and Solo
- Compositions and Arrangements
- Music Technology Projects
- Listening and Responding Folio
- Music Literacy Folio

**Cost to Student:** Excursion/Incursion cost

**Contact Person:** *Mrs Jessica Demare*

## Compose Yourself

### Brief Description

In this elective students will identify, explore, and apply various techniques used by music writers in the creation of a wide range of music styles. Elements of orchestral, jazz, rock and electronic music will be studied, including their use in multimedia formats such as film and advertising. The unit will focus on how the elements of music may be combined and manipulated to portray emotional intensity and enhance story telling. Students will create their own compositions using **Noteflight** and other music notation software. This unit will equip students with the necessary skills for a strong start in VCE Music Style and Composition in Year 11, and leads into VCE Music Style and Composition Unit 1.

### Assessment methods

- Use and understanding of the elements of music to create, document and share their music
- Folio of creative works/compositions/podcasts
- Folio of written work as appropriate
- 

**Cost to Student:** Excursion/Incursion costs

**Contact Person:** *Mrs Jessica Demare*

## ASA Studio Arts-10

### Brief Description

This course is designed to prepare students for VCE Studio Arts units 1-4. Students undertake a broad range of learning activities that include the following:

### Exploration of Methods and Materials

A practical investigation of drawing, painting, photography, sculpture, printmaking and film techniques. Students will build upon their existing knowledge of materials such as pencil, charcoal, watercolour, acrylic paint, ceramics, animation, dark room and digital photography to create a folio of intermediate and finished artworks.

### Concept Development

Students will learn how to explore and develop artistic concepts. Using research based on a variety of artists and art movements, students will develop a range of ideas and strategies that will assist with creative problem solving.

### Art Theory

Students will learn about culturally and historically significant artists and art movements. Students will also learn art specific literacy and techniques to improve written visual analysis, essay writing and extended answer responses.

**NB: The selection of this course does not preclude students selecting both Studio Arts and VCD in Year 12**

### Assessment

- A folio of artworks
- Written assessment tasks
- A visual diary

**Fee:** \$ 40- Practical and curriculum materials

**Contact Person:** *Mr Andrew Bare*

## Visual Communication Design-10

### Brief Description

This course is designed to prepare students for VCE Visual Communication design units 1-4. Students will undertake a broad range of learning activities to produce a folio that is associated with the following 3 career fields.

### Industrial Design

Fashion/textile designer, product designer, lighting designer, furniture designer, automotive/vehicle designer

### Environmental Design

Architecture, landscape designer, interior designer, stage/exhibition designer

### Communication Design

Graphic designer, advertising, logo, web, magazine, multimedia/graphics designer

Students work independently and collaboratively, following the design process in response to a set of design briefs.

A broad range of freehand, instrumental and digital drawing techniques are explored. These include painting, printmaking, photography, 3D imaging (Google Sketchup), digital illustration (Adobe Illustrator & Photoshop) and digital publishing (Adobe Indesign). These projects use the study of historical styles and design movements as inspiration.

**NB: The selection of this course does not preclude students selecting both Studio Arts and VCD in Year 1**

### Assessment:

- A folio of design works
- Written assessment tasks
- Visual diary

**Fee:** \$ 40 Practical and curriculum materials

**Contact Person:** *Mr Andrew Bare*

## Art and Design 1

### Brief Description

This course provides a broad range of learning activities that relate to both the Studio Arts (Semester 1) and VCD (Semester 2). Students create a folio of art and design works that are inspired by the study of historical design styles and art movements. The study design includes exploration of a variety of methods and materials (eg. drawing, painting, digital photography, Photoshop), strategies for creative problem solving and techniques to assist with concept development.

### Assessment

- A folio of design works,
- Written assessment tasks
- A visual diary

**Fee:** \$20- Practical and curriculum materials

**NB:** Students may use this course as a pathway to either VCE Studio arts or VCD

**Contact Person:** *Mr Andrew Bare*

## Art and Design 2

### Brief Description

This course provides a broad range of learning activities that relate to both VCD(Semester 1) and Studio Arts(Semester 2). Students create a folio of art and design works that are inspired by the study of historical design styles and art movements. The study design includes exploration of a variety of methods and materials (eg. drawing, painting, digital photography, Photoshop), strategies for creative problem solving and techniques to assist with concept development.

### Assessment

- A folio of art and design works
- Written assessment tasks
- A visual diary

**Fee:** \$20 Practical and curriculum materials

**NB:** Students may use this course as a pathway to either VCE Studio arts or VCD

**Contact Person:** *Mr Andrew Bare*

## **YEAR 10 INTRODUCTION TO PHILOSOPHY**

### **PHILOSOPHY THROUGH FICTION**

#### **Aims**

To ask questions of ourselves and each other. Philosophy Through Fiction aims to provide students with a background to the study of Philosophy; to allow students the opportunity to learn about and participate in key philosophical debates; to further students' research, presentation and thinking skills.

#### **Brief Description**

How do we know we exist? What is the meaning of life? Is time travel possible? Why aren't all people nice to each other? Are people born evil or do they become evil because bad things happen to them? Some people believe in one god, other people follow another god - just how many are there? Should we believe in all? None? Some?

These are some of the questions that Philosophy explores. Philosophy is the study of ideas. Students will study the philosophical theories that are presented in films, short stories, graphic novels, and television as well as forming and presenting their own ideas.

Above all, Philosophy Through Fiction is a course for students who are able to think for themselves and who enjoy discussing the world in which they live.

#### **Assessment**

- Class discussions
- Essay
- Oral presentation
- Journal

**Cost to Student:** Nil.

**Contact Person:** *Ms Sarah Cattermole*

## **LANGUAGES**

### **FRENCH**

#### **Brief Description**

This course is for 2 semesters and builds on existing skills.

Activities will be a balance of listening, speaking, reading and writing. Students will have the opportunity to attend films and other excursions. They will also research French speaking countries, their inhabitants and their cultures. Topics covered include food and shopping, the French home, family and daily routines, jobs and pocket money, relationships, holiday plans, entertainment and leisure activities. Cultural themes will also be explored including cooking and the French diet, visiting Paris' famous landmarks and the health and lifestyle of French adolescents.

#### **Assessment Methods**

- Oral presentations/role-plays
- Written work in various styles
- Reading and listening comprehension
- Vocabulary, verb and grammar tests

**Contact Person:** *Mr Bushan Sookhareea*

## **MANDARIN**

### **Brief Description**

The aim of the Year 10 Chinese course is to build on students' existing skills and further develop students' communication skills in typical conversations in daily life and raise their intercultural awareness.

Students' Chinese language skills are further improved from their previous levels through appreciation of more diverse forms of text types, including digital media texts, opinion pieces and news, short videos, TV programs and music. Online interactive activities and educational games will also be used in class to develop a deep appreciation of cultural practices and traditions. A film excursion and a visit to the museum exhibition may be organised.

Topics covered include school life, shopping, describing a person's appearance and illness.

### **Assessment Tasks**

- Listening and reading comprehension tests
- Oral performances
- Written work in various styles
- Projects

**Contact person:** *Ms Haijin Zhuang*

## **SCIENCE: PSYCHOLOGY**

### **Brief Description**

This elective focuses on the nature of Psychology and all of the specialist areas. It equips students with the necessary skills for their studies in all science subjects. The course is structured in four modules: What is Psychology? Sport Psychology, Clinical Psychology and Forensic Psychology. It includes topics such as ethics, personality, the criminal mind, counselling and dealing with the pressure of playing professional sport.

### **Assessment Methods**

- Oral presentations
- Ethics assignment
- Criminal Profile
- Film Study
- Clinical research assignment
- Workbook

**Contact Person:** *Ms Christina Gibson*

# TECHNOLOGY

## INFORMATION TECHNOLOGY: COMPUTER PROGRAMMING

### Brief Description

There are two units in this single semester course. The first unit will require students to study the understandings and processes of managing data. They will use software to manipulate and use data to draw conclusions. This unit will enable students to apply the skills gained in this program to manage complex research methodology in the future. The second unit will focus on web development and use HTML and CSS to construct web pages using a text editor. During the course of their studies students are expected to demonstrate appropriate file handling and storage techniques and the ability to negotiate, plan, time- manage and complete progress reports on individual projects.

### Assessment Methods

- Excel Task
- Access Task
- Rstudio Task
- Web Project
- Web Research Project

**Contact Person:** *Mr Phil Brown*

## DESIGN TECHNOLOGY

### Goals

- To re-design and produce a coffee table.
- To enable students to develop skills in investigating, designing, producing and evaluation.
- To gain an appreciation of Australian standards which relate to product design.
- To develop the students awareness of product development and to introduce them to the expectations of VCE.

### Subject Content

- Safety in the workshop.
- To redesign and construct a coffee table using advanced techniques, tools and equipment.
- Tools, equipment and machines, names, selection, correct methods of use.
- Investigation into the origins, types, characteristics of materials including newly developed products.
- Test materials for suitability and use in line with quality control.
- Construction Techniques and associated skills.
- Assembly and finishing methods.
- Evaluate finished products and process.
- Technical drawing.
- Producing creative design options.
- ICT – Use of Sketchup in design process.

### Assessment Tasks/ Work requirements

- Investigation Assignment
- Design folio containing a design brief, initial sketches, design options and final options.
- Production and evaluation reports.

**Note:** Students will be required to meet the cost of materials for projects. A charge of \$45 will be made to cover the cost of materials used in this unit.

**Contact Person:** *Mr Leigh Newsome*

# FOOD STUDIES

## Goals

- To enable students to develop skills in investigating, designing, producing and evaluating using a variety of foods, cookery methods and equipment.
- To reinforce student awareness of health and safety issues relating to food and the preparation and the service of food.
- To gain knowledge of the key food groups and how best to prepare and serve them.
- To develop student confidence in a variety of food preparation techniques.

## Subject Content

- An investigation of the foods prepared and served in a Café setting will be undertaken with special emphasis on food advertising and food styling
- A unit of study on French recipes and methods of cookery will be undertaken with student's preparing various French dishes.
- Students will research, design and prepare a Novelty Birthday cake learning and practising a number of cake decorating techniques
- Students will experience some first-hand catering, as they choose a client to design and cook for.
- Students will use the design brief process to have input into the food they prepare.

## Assessment Tasks

- Food Productions
- 2 Design Briefs
- Workbook

**Cost to student:** A charge of \$70.00 will be applied to cover food materials in this unit. A take home container or bag will also be provided.

**Contact Person:** *Ms Kate Wallis*