



Year 10 Curriculum

Handbook 2012



2012 Year 10 Curriculum Handbook

Table of Contents

Principal's message	4
Senior Staff contacts	5
Year 10 Curriculum 2012	6
Learning.....	6
Assessment.....	9
Reporting.....	10
Promotions Policy.....	12
Academic Review and Probation	14
Curriculum Structure at Westbourne Grammar School.....	16
Structure of Year 10	17
Course Advice	18
Semester length Enrichment Subjects	18
Compulsory Subjects	19
English (Compulsory).....	20
English as a Second Language (Compulsory).....	21
History: The Modern World and Australia (Compulsory).....	22
Geography (Compulsory).....	23
Mathematics (Compulsory).....	24
Health and Physical Education (Compulsory).....	25
Science (Compulsory).....	26
Semester length Enrichment Subjects	27
Year 10 Enrichment Subjects list	27
2012 Enrichment Subjects Year 10.....	28
LOTE	29
German (Enrichment)	29
Japanese (Enrichment).....	30
VCE Preparation Biology (Enrichment)	31
Supplementary ESL (Enrichment)	32
Literature (Enrichment).....	33
VCE Preparation International Studies (Enrichment).....	34
Law and You (Enrichment)	35
Economics (Enrichment).....	36
VCE Preparation Accounting (Enrichment).....	37
Design A: Visual Communication (Enrichment).....	38
Design B: Architecture/Multimedia (Enrichment).....	39
Art A: Photography/Painting (Enrichment).....	40
Art B: Drawing/Sculpture (Enrichment).....	41
Drama (Enrichment).....	42

Music Performance	(Enrichment).....	43
Electronics	(Enrichment).....	44
Environmental Science	(Enrichment)	45
Food Technology Patisserie	(Enrichment).....	47
Food Technology Global Foods	(Enrichment).....	48
Exercise and Sports Science (ESS):	(Enrichment).....	49
Health and Physical Science (HPS):	(Enrichment)	50
Information Technology - Digital Media Production (A) Semester 1	(Enrichment)	51
Information Technology - Digital Media Production (B) Semester 2	(Enrichment)	52
2011 for 2012 Subject Selection Time Line		54
Online selection instructions.....		54
Sample Online Selection Form.....		56

Principal's message

The purpose of this booklet is to help you assist your sons and daughters make their subject choices for year 10.

At Westbourne all students study a core curriculum in Years 7 and 8 which includes all of the subjects we consider essential in establishing a foundation for later study. There is no choice apart from choosing between German and Japanese in second semester..

At the end of year 8 students join the unique 'Imagine' programme for Year 9 students.

At the conclusion of Year 9 students move into year 10 and commence the senior years of schooling. Year 10 is the launch pad for the final years of VCE and is treated as very important year. Students may choose to study Foundation Enrichment Subject which will prepare them to study a Unit 3/4 subject at Year 11 provided an appropriate academic standard is achieved.

Choice is an important component of subject selection and Year 10 students will have a wide availability of VCE subjects and Enrichments subjects.

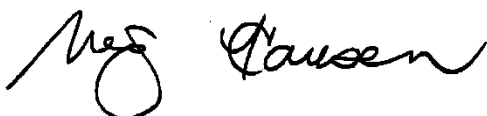
Whilst we introduce some choice at this level, there is still a lot of structure which ensures that all students study those subjects which:

- are essential for a sound foundation for VCE studies
- provide a balanced academic diet
- keep their options as open as possible.

Choice is introduced to add more breadth to the curriculum, to enable students to pursue particular interests and to experience subjects they have not studied before.

In choosing Enrichments students should not be influenced by factors such as what their friends are choosing or who teaches the Enrichments.

In making their choices students should speak with their Head of House and other relevant staff. They should also of course discuss this with their parents



M.I. Hansen
Principal

Senior Staff contacts

Director of Administration	Mr Bradley Olsen	9731 9413
Director of Learning	Mr Robert Marshall	9731 9469
Counsellor	Ms Lisa Trovato	9731 9435

Heads of House

1. Mr Nick Harrison	Flinders House	9731 9417
2. Mrs Sandra Jenkins	Hudson House	9731 9482
3. Ms Louisa Scerri	Pascoe House	9731 9438
4. Ms Sharon Boxer	Molland House	9731 9418
5. Mr Stephen Evans	Strathmore House	9731 9415

Directors of Faculty

1. Ms Cate-Charles Edwards	Mathematics	9731 9445
2. Mr Grant Finlay	English	9731 9431
3. Mr Warren Pratt	LOTE	9731 9428
4. Mr David Lovatt	Science & Technology	9731 9288
5. Ms Amanda Mitchell	Visual Arts	9731 9221
6. Mr Geoff Hayhow	Performing Arts	9731 9462
7. Ms Lori Hill	Physical Education	9731 9202
8. Ms April Cincotta	Humanities	9731 9440
9. Ms Lisa Farrell	Commerce	9731 9466

Year 10 Curriculum 2012

Westbourne Grammar School remains committed to providing a curriculum which provides for the development of key learning skills in compulsory subjects, and further enhances student interest in choosing Enrichments. Year 10 is the stepping stone for the final VCE years of school. The Year 10 curriculum and structure is designed to provide the best possible preparation for these vital final years of school.

Overview

In previous years it has been possible for Year 10 students to study a 1 x VCE Unit 1 and 2 subject. The introduction of the National Australian Curriculum has altered the Humanities Curriculum students are required to study.

Humanities at Westbourne was only required to be studied for a minimum of one semester. In 2012 all students will study Humanities (Geography and History) as a compulsory year long subject. In light of the requirements of the Australian Curriculum and in order to maintain a diverse offering of subjects, across all disciplines, Year 10 students will not be able to study a VCE Unit 1 and 2 subject in 2012. This will not be a disadvantage to academically able students seeking an accelerated program of study.

In 2013, Year 11 students will be able to study a single VCE Unit 3 and 4 subject if they have met an appropriate academic standard.

The Year 10 subject offering serves two purposes.

1. To provide a solid grounding in core subjects considered essential in order to progress to the demanding final two years of VCE studies. All subjects are academically rigorous and comprehensive in the depth of material covered.
2. Enrichment subjects provide an opportunity for students to pursue subjects of interest. In addition, students can also study Foundation Enrichment subjects which prepare students to study a VCE Unit 3/4 subject in Year 11, provided an appropriate academic level of achievement has been attained.

Learning

At Westbourne Grammar School we believe that learning is a fulfilling and life-long process. It is enhanced and nurtured by:

- Interaction with parents
- Respect and friendship between students and teachers
- An acceptance that each student is an individual
- Opportunities for parents to contribute to the learning process
- Caring, motivated, skilled and qualified teachers
- Systematic monitoring and regular reporting of student progress
- A contribution to the community outside the academic program
- Individual attention for students
- Continuity of education from the Preparatory Grade to Year 12 within one school

-
- Carefully handled transition from kindergarten to primary and from primary to secondary education

At Westbourne Grammar School the teaching staff believe it is essential to have a clear understanding of **Principles of Learning and Teaching (PoLT)**

We believe students learn best when:

The learning environment is supportive and productive.

In learning environments that reflect this principle, the teacher:

- builds positive relationships through knowing and valuing each student
- promotes a culture of value and respect for individuals and their communities
- uses strategies that promote students' self-confidence and willingness to take risks with their learning
- ensures each student experiences success through structured support, the valuing of effort, and recognition of their work.

The learning environment promotes independence, interdependence and self motivation.

In learning environments that reflect this principle, the teacher:

- encourages and supports students to take responsibility for their learning
- uses strategies that build skills of productive collaboration

Students' needs, backgrounds, perspectives and interests are reflected in the learning program.

In learning environments that reflect this principle, the teacher:

- uses strategies that are flexible and responsive to the values, needs and interests of individual students
- uses a range of strategies that support the different ways of thinking and learning build on students' prior experiences, knowledge and skills
- capitalises on students' experience of a technology rich world.

Students are challenged and supported to develop deep levels of thinking and application.

In learning environments that reflect this principle, the teacher:

- plans sequences to promote sustained learning that builds over time and emphasises connections between ideas
- promotes substantive discussion of ideas
- emphasises the quality of learning with high expectations of achievement
- uses strategies that challenge and support students to question and reflect
- uses strategies to develop investigating and problem solving skills
- uses strategies to foster imagination and creativity.

Assessment practices are an integral part of teaching and learning.

In learning environments that reflect this principle, the teacher:

- designs assessment practices that reflect the full range of learning program objectives

-
- ensures that students receive frequent constructive feedback that supports further learning
 - makes assessment criteria explicit
 - uses assessment practices that encourage reflection and self assessment
 - uses evidence from assessment to inform planning and teaching

Learning connects strongly with communities and practice beyond the classroom.

In learning environments that reflect this principle, the teacher:

- supports students to engage with contemporary knowledge and practice
- plans for students to interact with local and broader communities
- uses technologies in ways that reflect professional and community practices.

Adapted from <http://www.sofweb.vic.edu.au/pedagogy/index.htm>

Assessment

Senior School: Years 7 to 10

All curriculum in the senior years at Westbourne Grammar School are based on:

- Essential Understandings or knowledge
- Key Questions to drive learning towards achieving the essential understandings
- Assessment tasks which provide evidence of learning the essential understandings
- Design and implementation of learning/lessons tasks

All learners require feedback that is timely, accurate and specific. Assessment at Westbourne Grammar School is in three forms:

1. **Assessment FOR Learning**

This is done throughout a unit and occurs when teachers use inferences via feedback about student progress to inform their teaching. Students have the opportunity to improve their learning as a result of this form of assessment. Assessment is part of the process and not an end in itself. Examples of this include in class quizzes, peer assessment and feedback, group work, discussion, answering questions in class, short answer problems and homework.

2. **Assessment OF Learning**

This occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. This can be in the form of tests, assignments, exams, presentations and projects which are usually done at the end of a unit, Semester or Year.

3. **Assessment AS learning**

This occurs when students reflect on and monitor their progress to inform their future learning goals. It is largely SELF and PEER assessment of performance against learning goals. In this way assessment is integrated with the learning. The learner is active in the process and uses learning situations which provide continuous feedback which drives learning and facilitates independent metacognition by the learner. Examples of this may include journals, log books and self directed evaluation.

Exams are conducted for most subjects each Semester and commence at Year 7 (usually of short duration and in classrooms) through to Year 12 with the formal VCAA end of year exams essential to gaining an ATAR score and achieving a place in the student's tertiary course of choice. The timetable for exams is published well in advance and made available to students and parents.

Assessment for Years 11 and 12 (VCE Units 1, 2, 3 and 4)

VCE Units 3 & 4 are assessed as laid down by the Victorian Curriculum and Assessment Authority (VCAA). VCE Units 1 and 2 are assessed by the School.

The assessment at VCE level follows much the same processes as those adopted for the earlier years but the procedures are different. Details of those procedures are available from the VCE Handbook issued to all Year 11 and 12 students and their parents.

More information can be found on the VCAA website: www.vcaa.vic.edu.au

Reporting

Two mid-semester reports

Mid-semester reports are issued at the end of Terms 1 and 3. They contain information which describes the student's attainment but does not give information specifically about each learning outcome.

- The student's attainment is graded on a three point scale (High, medium, Low)
- The students efforts in their studies are graded on a five point scale (5 to 1)
- The students attitude in their studies are graded on a five point scale (5 to 1)

Two mid-semester reports

Semester reports are issued at the ends of terms 2 and 4. Semester reports contain the following information for each student that a student studies.

- The student's attainment in each of the 'assessment tasks' (these are linked to learning outcomes in each subject) is graded on an eleven point scale (A+ to F)
- The students efforts in their studies are graded on a five point scale (5 to 1)
- The students attitude in their studies are graded on a five point scale (5 to 1)
- Comments on the student's performance provided by the teacher

Percentage range for grades

The Directors of faculty have agreed upon percentage ranges for allocating grades in **non- criterion based Assessment tasks** e.g. tests, exams, content focused tasks where the raw score is directly converted to a percentage

The following grades will apply

A+	90-100
A	80-89
B+	75-79
B	70-74
C+	65-69
C	60-64
D+	55-59
D	50-54
E+	45-49
E	40-44
F	less than 40

Descriptors for Attitude Grades

5. The student always works quietly and purposefully in the classroom and is co-operative at all times.
4. On most occasions the student works purposefully in the classroom and is usually co-operative.
3. The student frequently requires prompting to proceed with the task in hand, but usually responds in a positive manner.
2. On some occasions the student does not follow reasonable instructions from the teacher resulting in the learning process being disrupted.
1. On most occasions the student is involved in disruptive behaviour to the detriment of the learning process in the class both for themselves and others.

Descriptors for Effort Grades

- 5 The student attempted all the tasks set (class and homework). The work was completed to the best of the student's ability and was always completed/submitted by the due date (when this was required).
- 4 The student attempted all or nearly all tasks set (class and homework). The work was

usually completed to the best of the student's ability and was generally completed/submitted by the due date (when this was required).

3 The student attempted all or nearly all tasks set (class and homework). The work was not always completed to the best of the student's ability and was sometimes not completed/submitted by the due date (when this was required).

2 The student attempted little work in class or at home and work was only completed/submitted after repeated prompting by the teacher. The work that was completed/submitted was well below the student's ability and/or only after the due date (when this was required).

1 The student did not attempt a large proportion of the tasks set (class and homework) and work was only completed/submitted after rigorous attempts by Staff, including the Vice Principal. The student did not actively seek help and/or advice on how to prove from either the class teacher or the student's Head of House.

Parent/teacher Meetings

There are two parent/teacher meetings for each year level. These meetings are held during the second, third and fourth terms. Parents are encouraged to contact their Head of House at any time if they need information about their children.

Promotions Policy

In the Senior School, students must demonstrate an acceptable standard of work in order to proceed from year to year. In Years 7 to 9 most students proceed to the next year level. The main exception to this policy occurs where a student has major learning difficulties and it is felt that either repeating the year or perhaps moving to another educational setting which is better suited to the student's needs would be in the student's best interest. In such cases no decision would be made until extensive consultation has occurred between the Principal, the student's Head of House, parents and any other school support staff who are able to assist in reaching the correct decision.

Promotion to Year 10

Students will be permitted to proceed to Year 10 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 10.

Promotion to Year 11

Students will be permitted to proceed to Year 11 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 11 and be able to make up a valid course of study.

Where a student does not meet these requirements, their future will be discussed at a meeting involving the Head of Senior School, Head of House, parents, the student and any other relevant parties.

VCE Unit 3 & 4 Study at Year 11

In order to accelerate to a study at Unit 3&4 level in Year 11 for 2013, students must:

- Achieve a grade of **A** in their Foundation study (plus a high level of achievement in a relevant/prerequisite subject such as the Chemistry Unit in Science prior to studying Biology 3/4) and have achieved grades of at least **B+** across other year 10 subjects.

Promotion to Year 12

Students in Year 11 must satisfactorily complete a minimum of eight units during the year and be able to make up a valid course of study before they can proceed to Year 12.

The School reserves the right to disallow a student entering Year 12 when the student's examination or assessment grades in Year 11 are considered unsatisfactory for the challenges of Year 12 study, or where grades are inferior and the effort and attitude of the student in Year 11 is considered unacceptable.

It is possible, and in some cases advisable, for a student to undertake the VCE over three years. In these cases this course of action would need to be agreed at a meeting involving the Head of Senior School, Heads of House, parents and student. An appropriate course of study would then be designed to achieve that end.

Students may not enrol in an external VCE study without the School's knowledge and agreement.

Homework Policy

The school believes that homework serves a number of purposes including:

- Developing positive study habits and working skills
- Reinforcing and enriching work undertaken in class
- Providing parents with an insight into the work covered at school and providing valuable feedback to teachers

Year 7 and 8

15 minutes in each subject that day

Year 9 and 10

20 minutes in each subject that day

Years 11 and 12

30 minutes in each subject studied that day. (at least)

Homework is considered to be an integral part of the teaching and learning program and from the development of sound study attitudes and habits, is considered valuable for developing an individual sense of responsibility and self discipline and preparation for professional life.

Parents are asked to support this ethos and to provide good study facilities at home for their children.

Academic Review and Probation

Towards the end of each Term teachers of all classes from Years 7 through 12 and up to the end of Term 3, will be asked to grade their students in terms of the effort that they have made in their studies and their attitude (co-operative, fair or poor) in the class. The grades will be on a five point scale where five represents 'excellent' and one represents 'very poor'.

Teachers will be provided with descriptors to help them in this grading task and to provide for consistency of judgement across the secondary section of the School. It must be emphasised that these grades are not based on attainment, but solely on effort and attitude. This means that the student who achieves average or below average results for his or her work, but works hard and positively to do so, will not be part of the Academic Review and Probation process. The collated grades for each student will be passed on to their Head of House. If a student's effort or attitude grades do not satisfy the minimum standards set out by the School, the student would automatically be placed upon 'Academic Review' by his Head of House.

The student's parents would be informed and a meeting arranged involving the student's parents, Head of House and House Tutor. The purpose of the meeting would be to formulate strategies for effecting an improvement in the student's performance in either area. If by the end of the following term the student's effort or attitude grades have improved sufficiently to satisfy the minimum requirements at that assessment, he or she would be removed from Review.

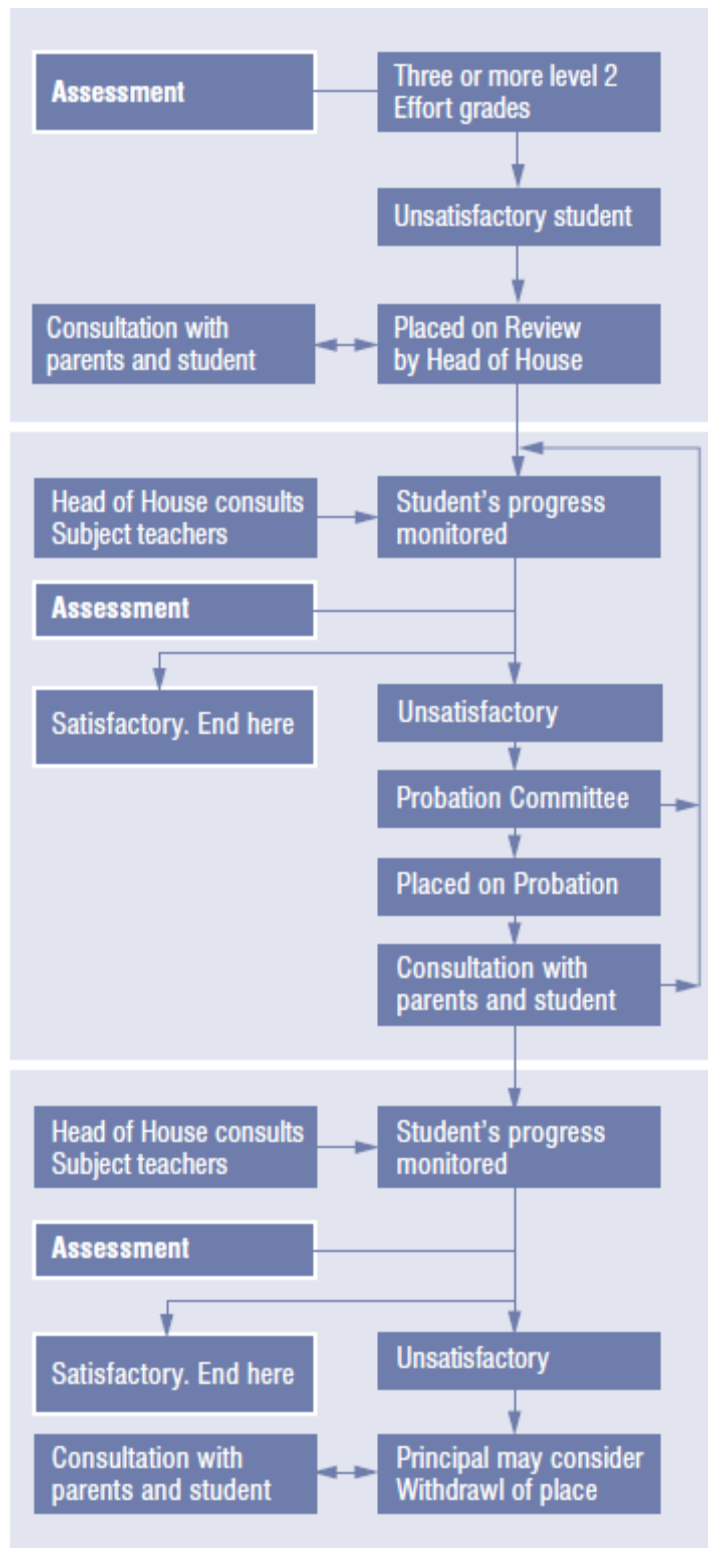
Failure to effect an improvement in effort or attitude while on Academic Review leads to a student's automatic appearance before a probationary committee, consisting of a Vice Principal, School Counsellor, Head of House and Tutor. The primary purpose of this interview is to emphasise to the student the seriousness of the situation and the urgent need for improvement. The normal outcome of such an interview would be a recommendation to the Principal that the student be placed on 'Academic Probation'. In cases where there are extenuating circumstances, the Committee may decide to retain the student on Academic Review, but for no longer than one more term. On receiving the recommendation, the Principal would then formally advise the Committee and the student of his decision and inform the student's parents by letter and arrange an interview as necessary.

A student on Academic Probation who fails to effect an improvement in effort or attitude by the next assessment would have registered unsatisfactory performance over a period of at least three terms. In such circumstances the question would need to be asked, "Is Westbourne the best place to meet the student's educational and social needs?" A student who effects the required improvement would be removed from the Academic Probation. The criteria for Academic Warning and Probation will be:

- Either the possession of three 'level 2' effort or attitude grades or worse
- Or the possession of two 'level 1' effort or attitude grades or worse

There is the added provision that if a student acquired level 1 or 2 grades for both effort and attitude in the same subject, then for Review and Probation purposes this would be counted as a single grade.

Academic Review and Probation process:



Curriculum Structure at Westbourne Grammar School

Overview

In previous years it has been possible for Year 10 students to study a single VCE Unit 1 and 2 subject. The introduction of the National Australian Curriculum has altered the Humanities Curriculum students are required to study. Humanities at Westbourne was only required to be studied for a minimum of one semester.

In 2012 all students will study Humanities (Geography and History) as a compulsory year long subject. In light of the requirements of the Australian Curriculum and in order to maintain a diverse offering of subjects, across all disciplines, Year 10 students will not be able to study a VCE Unit 1 & 2 subject in 2012. This will not be a disadvantage to academically able students seeking an accelerated program of study.

In 2013, Year 11 students will be able to study a single VCE Unit 3 and 4 subject if they have met the appropriate academic standard.

In order to accelerate to a study at Unit 3 & 4 level in Year 11 2013, students must:

- Achieve a grade of **A** in their Foundation study (plus a high level of achievement in a relevant/prerequisite subject such as the Chemistry Unit in Science prior to studying Biology 3/4) and have achieved grades of at least **B+** across other year 10 subjects.

In summary the structure of the VCE is set out below.

- **Year 11** students study **6** VCE subjects. Year 11 students may study **5 x Unit 1 & 2 and 1 x Unit 3 & 4**. All VCE subjects will have 9 periods per cycle.
- **Year 12** students study **5** VCE subjects. **5 x Unit 3 & 4**. All VCE subjects will have 9 periods per cycle.

Year 10 Compulsory Subjects and Co-Curricular – for the duration of the year

- English
- Mathematics
- Science
- Humanities (Geography and History)
- Physical Education
- Sport

Year 10 Enrichment Subjects

The Year 10 subject offering serves two purposes.

1. To provide a solid grounding in core subjects considered essential in order to progress to the demanding final two years of VCE studies. All subjects are academically rigorous and comprehensive in the depth of material covered.
 2. Enrichment subjects provide an opportunity for students to pursue subjects of interest. In addition, students can also study Foundation Enrichment subjects which prepare students to study a VCE Unit 3&4 subject in Year 11, provided an appropriate academic level of achievement has been attained.
- ❖ **LOTE is not compulsory in Year 10 and is an enrichment subject. If students elect to study LOTE (Japanese or German) this will be for two semesters (i.e. the whole year).**
 - ❖ All other enrichment subjects are semester only. No prerequisites are needed by students.
 - ❖ There are some Foundation Enrichment subjects which are pathways to students who may wish to consider an accelerated study program at Year 11 by undertaking a Unit 3/4 study.

Structure of Year 10

Line	Subjects	
1	English	
2	Maths	
4	Science	
5	Humanities (Geography and History)	
6	Health and Physical Education	
	Semester 1	Semester 2
7	A Enrichment	C Enrichment
8	B Enrichment	D Enrichment
9	Sport	

Course Advice

All students will need to undertake careful consideration of subjects for Year 10 Course selection.

The Unit 1 & 2 subject selection should be made with year 11 and year 12 intentions in mind. While selections for year 10 do not necessarily lock a student into subject selections for Year 11 and year 12, a wise selection at Year 10 will ensure an appropriate Unit 3 & 4 subject can be selected in Year 11.

Compulsory subjects Year 10

All year 10 student must study **English, Mathematics, Science, Physical Education either History/Geography or both. All students may elect to study both History and Geography if they wish.**

Semester length Enrichment Subjects

All year 10 students have a diverse range of enrichment subjects available to study in a variety of subject disciplines including Japanese and German.

A full list of enrichment subjects are listed in this handbook

All Year 9 students will make a subject selection on paper first which will be approved by staff.

When this list of subjects has been approved, students may then make their online subject selection.

Planning a course

Whilst we endeavour to give every student their first choices, this may not be possible because either there are not enough numbers to form a class or there are too many students for the resources available or the particular combination of subjects does not fit. Therefore, we ask that students select a reserve Enrichment.

Year 10 Curriculum 2010

Compulsory Subjects

English (Compulsory)

Period Allocation

9 periods per ten-day cycle. for the year

Unit Description

Through the study of texts, media and various genres, students will develop their ability to respond critically and to express themselves appropriately according to the demands of a particular writing style and audience. The ability to receive and communicate ideas in both oral and written form will be developed. Students will gain an appreciation of how the written text is applied to contemporary settings, as well as developing the skills required for successful completion of VCE English.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The preparation of analytical responses to texts.
- The preparation of an oral presentation.
- The preparation of creative pieces.
- Analysing the persuasiveness of the language in Australian media texts.
- Responding persuasively to Australian media texts.

Assessment Tasks

- Text response essays
- Language analysis pieces
- Persuasive pieces
- Creative pieces
- Formal/Informal oral presentations
- Film text scene analysis
- Debate

Text Books

The Rug-maker of Mazer-e-Sharif – Najaf Mazar and Robert Hillman
Mississippi Burning (Video) - A. Parker (director)
Macbeth – William Shakespeare

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade.

Use of Computers

In English, students will utilise computers for class activities, drafting and research purposes.

English as a Second Language (Compulsory)

Period Allocation

9 periods per ten-day cycle. for the year

Unit Description

There are two distinct but related aspects of this subject. Students will improve their understanding and use of the English language through the study and practice of grammar and comprehension exercises and vocabulary development. Students will learn the structure of essay writing, and be introduced to different forms of writing for different audiences and purposes. Students will also develop critical skills by studying a variety of texts. An important focus will be developing confidence and skill in listening and communicating ideas orally in English. All these skills are necessary preparation for the VCE.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Writing and speaking in correct English
- Writing in different forms for different audiences and purposes
- The preparation of analytical responses to texts
- The preparation of an oral presentation

Assessment tasks

- Text response essays
- Comprehension exercises
- Vocabulary tests
- A variety of grammar-based tests
- Formal / Informal oral presentations
- Creative and persuasive writing
- Issue response

Text Books

English Grammar in Use

Complete comprehension 3 – R.Allen

Mao's Last Dancer, L.Cunxin

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade.

Use of Computers

In English as a Second Language students will utilise computers for grammar activities and research purposes. Students will also be encouraged to utilise the available technology for their oral tasks.

History: The Modern World and Australia (Compulsory)

Period Allocation

8 periods per ten-day cycle. for the semester

Unit Description

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

Historical Knowledge and Understanding

- Investigate wartime experiences through a study of World War II in depth. This includes a study of causes, events, outcomes and broader impacts of the conflict as an episode in world history, and the nature of Australia's involvement.
- Investigate struggles for human rights. How rights and freedoms have been ignored, demanded and achieved in Australia and in the broader world context.
- Investigate how migration post World War II has shaped Australian society.

Achievement Standard

- Able to sequence events chronologically to demonstrate the relationship between events in different periods and places.
- Identify and select different kinds of questions about the past to inform historical enquiry.
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources

Assessment Tasks

- Research project
- Document and/or image analysis
- Film review
- Essay
- Examination

Text Books

There is no set text for this unit.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 25% of the overall performance grade.

Use of Computers

In History, students will utilise computers for Word-processing software and PowerPoint to develop and complete coursework tasks; Internet-based research and analysis will also be undertaken. Coursework and class activities will be distributed and submitted via the Intranet.

Geography

(Compulsory)

Period Allocation

8 periods per ten-day cycle. for the semester

Unit Description

Geography is the study of places – their environments, populations, economies and communities – and how and why these places are changing. Geography gives students a holistic view of the world, combining the natural and social sciences. In this unit students will focus on two main areas of study. The first area of study focuses on the temperamental and explosive nature of the earth's structure; the constant dramas that occur with the onslaught of earthquakes, volcanic eruptions and tsunami's. The second area of study focuses on developing the students understanding of the huge variation in human development on a global scale. Students will be able to analyse how factors such as nature, culture and politics play a role in a country's development. Students will be encouraged to use real life case studies and news reports to enhance their understanding and knowledge. Students will also participate in a range of simulations based on real life situations.

Learning Outcomes

On completion of this unit the student should be able to demonstrate:

- Knowledge of the structure of the earth
- An understanding of the processes of earthquakes, volcanoes and tsunami's.
- An awareness of the impact that natural disasters have had and continue to have on our society.
- The patterns of global development from a range of perspectives
- The roles nature, culture and politics play in a country's development
- How aid programs and conservation programs can assist members of the global village
- The ability to use and electronically produce maps and analyse data, using GIS (Geographic Information Systems).

Assessment Tasks

- Analytical report using a simulation on the impacts of earthquakes and volcanoes.
- Research project
- Newspaper analysis
- Classroom tasks
- GIS mapping
- Exam

Text Books

- Atlas (Retained from Yr9 Geography)

End of Semester Exam

There will be an exam at the end of each semester which accounts for 30% of the overall performance grade

Use of Computers

In Geography, students will utilise computers for Word-processing software, PowerPoint, web page creation and Geographic Information Systems will be used to develop and complete coursework tasks; Internet-based research and analysis will also be undertaken.

Mathematics (Compulsory)

Period Allocation

9 periods per ten-day cycle. **for the whole year**

Year 10 Mathematics is structured to have two levels:

Year 10 Mathematics A: This course is designed for students who are identified as capable of mastering the required skills at a faster rate, and have the ability to handle problem solving and analysis work at a higher standard. To cater for these advanced skills and challenges, the course is structured to not only focus on skill development, but also incorporate higher levels of analysis and applications of the learnt concepts. The allocation of students to this level will be at the discretion of the Director of Mathematics. The focus of this pathway is to prepare the students for the two demanding VCE subjects of Mathematical Methods (CAS) and General Mathematics (Specialists).

Year 10 Mathematics B: This course is a general pathway, which is meant to fully prepare students for VCE mathematics. It has a broad range of content areas and will further consolidate and extend the skills. All students will be expected to complete a range of tasks; involving skills based learning activities and applications. This approach to learning should assist the student to gain more confidence and establish sound mastery. The Year 10 Mathematics B course leads to the VCE options of Mathematical Methods (CAS) (if students obtain a solid B average in Year 10 Mathematics B) or General Mathematical (Further).

Unit Description

The aim is to develop further mathematical knowledge and skills, to analyse and solve problems, and to use technology appropriately. The student studies algebra, trigonometry and probability. The students in Year 10 Mathematics A will cover a significant percentage of the Unit 1 and 2 VCE Mathematical Methods course.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Identifying and using a range of methods of algebraic manipulation
- Using graphical and algebraic techniques to find, verify and interpret in context the solutions to linear, exponential and quadratic equations.
- Applying trigonometric ratios to solve practical problems
- Using geometric properties in justifying geometric theorems
- Determining probabilities in situations where conditions and restrictions apply.
- Identifying the main features of a range of functions and their graphs from given rules.
- Developing variation relationships between data involving two variables
- Selecting appropriate functions to model real life data
- Analysing and interpreting summary statistics and graphical displays of data

Assessment Tasks

- Topic Testing
- Application Task(s)

Text Books

As per booklist. The Mathematics A class use a different text to the Mathematics C and B courses.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade

Use of Computers

The appropriate use of computer technology to support and develop the teaching and learning of mathematics will include the use of graphic calculators, spreadsheets, and access to online mathematical learning programs.

Health and Physical Education (Compulsory)

Period Allocation

5 periods over a ten-day cycle for the year

Unit Description

Health Physical Education will allow students to explore and specialise in a range of physical activities according to their own interests. Students will choose 4 Enrichment units, participate in 1 per term. Students are provided with an opportunity to learn and develop skills, in activities and sports which maybe new to them. The units of work on offer include a wide range of individual and team sports and fitness activities.

Learning Outcomes

On completion of this Unit the student should be able to demonstrate competency in:

- Fitness analysis
- A range of fitness activities that develop individual fitness levels
- Skills in a variety of team sports.
- An understanding of the principles, tactics and rules of each sport
- An understanding about the need for teamwork and cooperation in sport
- An understanding of the steps in a number of social dances in preparation for Presentation Ball

Assessment Tasks

- Individual fitness testing as measured against the Australian Fitness Education Award
- Participation on a regular basis in a positive manner.
- Attitude towards developing teamwork and an individuals ability to work with others
- Basic skills in a range of sports
- Two theory assignments (1 per Semester)

Science (Compulsory)

Period Allocation

9 periods in a ten-day cycle over the entire year.

Unit Description

Year 10 Science is a whole year core subject that aims to build on concepts studied in previous years and extend these concepts in a way that is meaningful to students in their everyday experiences and for further study. The course meets the requirements of the Australian Curriculum.

The course consists of three compulsory units, Biology, Chemistry and Physics which are undertaken by all students. These units provide a firm basis for the further study of specialist science subjects in the VCE years and the range of optional units that are offered by the Science and Technology Faculty.

Learning Outcomes

It is anticipated students

- Will be able to formulate a valid hypothesis, design and conduct investigations to verify or disprove the hypothesis.
- Will be able to explain how scientific theories have, and continue to evolve, from a range of evidence.
- Use theories and models to explain the phenomena of; evolution, properties of elements and energy transfers.
- Can describe the role of energy in the universe and chemical reactions.
- Will be able to conduct calculations involving the relationship between force and motion
- Will be able to describe the behaviour and function of DNA, enzymes and elements based on their structure at the molecular and atomic level.
- Will have an understanding that enables them to critique and propose responses to issues around genetic engineering, biodiversity and sustainability.

Assessment Tasks

- Experimental Reports
- Topic Tests
- Multimedia Presentations Or Research Projects
- Examination

Text Books

- To Be Advised

End of Semester Exam

An exam at the end of each semester accounts for 50% of the overall performance assessment. The exam is designed to cover the content studies throughout that semester.

Use of Computers

Students use their laptop computers in each class to store important information along with data logging and experimental reporting. Outside class, students also use their laptops for research and the preparation of multimedia presentations. Overall, laptops are considered to be a vital and integral part of the course.

Semester length Enrichment Subjects

All year 10 students have a diverse range of enrichment subjects available to study in a variety of subject disciplines including Japanese and German.

Year 11 2013

- Students will study 6 VCE subjects for 9 periods/cycle
- Students may study at least one Unit $\frac{3}{4}$ subject (provided satisfactory academic performance is demonstrated)
- Some students may study a maximum of two Unit $\frac{3}{4}$ subjects. **(This will only be permitted for an exemplar academic student who has demonstrated the ability and capacity to study two subjects at this level. Permission must be obtained from Director of Learning and the Principal.**

Year 12 2014

- Students will study 5 VCE Unit $\frac{3}{4}$ subjects for 9 periods/cycle

Planning a course

Whilst we endeavour to give every student their first choices, this may not be possible because either there are not enough numbers to form a class or there are too many students for the resources available or the particular combination of subjects does not fit. Therefore, we ask that students select a reserve for Unit 1 & 2 subjects and also for Enrichments.

Year 10 Enrichment Subjects list

- | | |
|--|---|
| 1. German | 14. Drama |
| 2. Japanese | 15. Music Performance |
| 3. VCE Preparation Biology | 16. Electronics |
| 4. Supplementary ESL | 17. Environmental Science |
| 5. Literature | 18. Food Technology Patisserie- |
| 6. VCE Preparation International Studies | 19. Food Technology Global Foods- |
| 7. Law and You | 20. Exercise and Sports Science (ESS): |
| 8. Economics | 21. Health and Physical Science (HPS): |
| 9. VCE Preparation Accounting | 22. Information Technology - Digital Media Production (A) |
| 10. Design A: Visual Communication | 23. Information Technology - Digital Media Production (B) |
| 11. Design B: Architecture/Multimedia | |
| 12. Art A: Photography/Painting | |
| 13. Art B: Drawing/Sculpture | |

2012 Enrichment Subjects Year 10

LOTE

German (Enrichment)

(If chosen, the subject must be taken as a sequence of 2 semester units as a prerequisite for VCE)

Period Allocation

8 periods per ten-day cycle. **for the whole year**

Study Description

The primary aim of this unit is to continue developing the four skill areas of language-learning (Listening, Speaking, Reading and Writing) to a more sophisticated level via a topic-based course which places emphasis on effective and valid communication in German, in preparation for VCE German. By the end of the year students should be able to communicate in German (orally and in the written form) in a wide range of topic areas such as tourism, eating out, public transport, weather, family life, the home, Christmas and modern technology. Students will also participate in a self-written movie as a part of a German film competition.

Learning Outcomes

On completion, the student should be able to demonstrate competency in the four key skill areas for German:

- Reading
- Writing
- Listening
- Speaking

Assessment Tasks

Assessment tasks throughout the semester as well as end of chapter tests will address the four key skill areas listed above separately:

- Reading and listening comprehension tasks.
- Letters and other written tasks in German.
- Poetry Recital and dialogue presentations, film performance.

Text Books

- Deutsch Downunder Coursework and Activity Book
- Oxford School German-English dictionary.

End of Semester exam

There will be an exam at the end of each semester, covering all four skill areas equally, which accounts for 40% of the overall performance grade.

Use of Computers

Students are encouraged to word-process much of their work. German Internet sites and interactive worksheets and games will be used in some topics.

Japanese (Enrichment)

(If chosen, the subject must be taken as a sequence of 2 semester units as a prerequisite for VCE)

Period Allocation

8 periods over a ten-day cycle **for the whole year**

Study Description

This unit continues developing the four skill areas of language learning (Listening, Speaking, Reading and Writing) to a more sophisticated level via a topic-based course which places emphasis on effective and valid communication in a wide range of topics in preparation for VCE Japanese. The students will undertake a series of assessment tasks that will develop these skills. In addition, they will have daily homework and assignments that will aid them in building the necessary skills to communicate in Japanese at this level.

Learning Outcomes

On completion, the student should be able to demonstrate competency in the four key skill areas for Japanese:

- Reading
- Writing
- Listening
- Speaking

Assessment Tasks

Assessment tasks throughout the semester, as well as end of chapter tests, will address the four key skill areas listed above separately. Examples are:

- Reading and listening comprehension tasks.
- Producing written pieces in Japanese.
- Individual and group oral presentations.

Text Books

- Gakkoo Seikatsu Preparation for Senior Japanese

End of Semester exam

There will be an exam at the end of each semester, covering all four skill areas equally, which accounts for 40% of the overall performance grade.

Use of Computers

Students are encouraged to word-process much of their work. Japanese Internet sites will be visited in some topics.

VCE Preparation Biology (Enrichment)

Period Allocation

8 periods per ten-day cycle for one semester

Unit Description

Biology is the study of living things from familiar, complex multicellular organisms to simple single celled micro-organisms. It is a study of the dynamic relationships between living things their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenge of survival, all living things have many structural and functional characteristics in common.

The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers.

Foundation Biology is designed to give students to necessary knowledge and skills required to complete VCE Biology to the best of their ability.

This is a prerequisite study for students wishing to complete Units 3/4 **as part of their Year 11**. To **complete the Units 3/4 as part of their Year 11** they must produce results of a very high standard in this elective and have consistently high grades in all other subjects.

Learning Outcomes

On completion of this unit students should be able to:

Analyse and evaluate evidence from practical investigations related to biochemical processes.
Investigate cells and cellular processes including mitosis, meiosis and DNA replication
Explore movement of substances within and out of a cell including osmosis diffusion and active transport
Explain the principles of homeostasis: stimulus-response model and negative feedback model; roles of nervous and endocrine systems.
Investigate simple modes of genetic inheritance

Assessment Tasks

- 3 Topic Tests
- 3 Practical SACs
- 1 Research SAC
- Experimental design task

Text Books

Jump Start: Units 3 & 4 Biology ..workbook
TBA Text book

End of Semester Exam

There will be an exam at the end of each semester which accounts for 60% of the overall performance grade

Use of Computers

In Foundation Biology, students will utilise computers for class activities, drafting and research purposes. Students will also be encouraged to utilise the available teaching tools to enhance their understanding.

Supplementary ESL

(Enrichment)

This subject is designed for and is compulsory for all International students.

Period Allocation

9 periods per ten-day cycle. **for the year**

Unit Description

There are two distinct but related aspects of this subject. Students will improve their understanding and use of the English language through the study and practice of grammar and comprehension exercises and vocabulary development. Students will learn the structure of essay writing, and be introduced to different forms of writing for different audiences and purposes. Students will also develop critical skills by studying a variety of texts. An important focus will be developing confidence and skill in listening and communicating ideas orally in English. All these skills are necessary preparation for the VCE.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Writing and speaking in correct English
- Writing in different forms for different audiences and purposes
- The preparation of analytical responses to texts
- The preparation of an oral presentation

Assessment tasks

- Text response essays
- Comprehension exercises
- Vocabulary tests
- A variety of grammar-based tests
- Formal / Informal oral presentations
- Creative and persuasive writing
- Issue response

Text Books

As per book list

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade.

Use of Computers

In English as a Second Language students will utilise computers for grammar activities and research purposes. Students will also be encouraged to utilise the available technology for their oral tasks.

Literature (Enrichment)

Period Allocation

8 periods per ten-day cycle. for the semester

Unit Description

This subject is designed for students who are strong English students. It is designed to introduce students to the study of Literature. Students respond to a range of texts personally, critically and creatively. The variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of texts.

Learning Outcomes

On completion of each unit the student should be able to demonstrate competency in:

- Analysis and interpretation of literary texts
- Understanding of literary devices
- Appreciation of different genres
- Ability to respond personally, critically and creatively to different texts

Assessment Tasks

- Creative response to the texts
- Reflective writing on a classic of their choosing
- Passage analysis
- Poetry analysis
- Group and individual oral responses

Text Books

- *The Curious Incident of the Dog in the Night-time* – Mark Haddon
- *Going Home* – Archie Weller
- *Sometimes Gladness* – Bruce Dawe

End of Semester Exam

There will be an exam at the end of the semester which accounts for 50% of the overall performance grade.

Use of Computers

In Literature, students will utilise computers for class activities, drafting and research purposes. Students will also be encouraged to utilise the available technology for their oral tasks.

VCE Preparation International Studies (Enrichment)

Period Allocation

8 periods per ten-day cycle for the semester

Unit Description

Politics is the study of how a political community is to be managed. This implies that decisions need to be made and that conflicts of interest may arise in the process. In this unit students will start with an introduction to the origins and key features of the Australian political, government and legal systems. They will also learn about the principles and values which underpin Australian democracy, such as equality before the law, freedom of speech, democratic representation, accountability of government, social justice and respect for others. They will consider Australia's national interest and their responsibility as a global citizen. From there, students will investigate the impact of European colonialism on developing countries (African and/or Asian) and consider the impact on those that are the colonisers and those who are colonised. Students will also learn about the role of the United Nations and how the international organisation links between colonialism and managing current conflicts. Student will also have an opportunity to research a 21st Century conflict that Australia is involved in.

Learning outcomes

On completion of this unit the student should be able to demonstrate:

- Describe the structure of the Australia's federal and state parliaments
- Describe the nature of democracy in Australia and compare it with other democracies
- Compare Australia's national interest with its global responsibilities
- Describe the structure of the United Nations and Australia's role with the institution
- Evaluate the effects of colonialism on developing countries
- Evaluate the current and future role of the United Nations in solving 21st Century conflicts
- Describe and analyse a 21st Century conflict Australia has been involved in such as East Timor, Afghanistan, Iraq
- Access, interpret and draw conclusions from information gathered from print and electronic sources

Assessment Tasks

- Short answer test
- Case study
- Research project
- Classroom tasks
- Exam

Text Books

No text book is required. Information and resources for this course are on the Senior VLE.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 25% of the overall performance grade.

Use of computers

- Students will utilise computers 100 per cent of class time. The computer is used to access the Senior VLE where all the course resources are placed. The computer is used for class tasks, research purposes and to utilise powerpoint. Students are required to have their laptops for every lesson in this subject.

Law and You (Enrichment)

Period Allocation

8 periods per ten-day cycle for the semester

Unit Description

This unit will cover the following areas:

- Structure of parliament and government
- Law-making by parliament and courts
- Criminal Law
- Civil Law
- Young people and the law
- Changing the law
- Global issues and organisations

Learning Outcomes

On completion of this unit students should be able to demonstrate competency in:

- Background and structure of the Australian Parliament
- Describing the roles of law-makers
- Recognising rights and responsibilities
- Identifying and distinguishing between criminal and civil law
- Identifying appropriate dispute resolution methods
- Researching current legal global issues

Assessment Tasks

- Series of tests
- Folio of media analysis
- Research report
- Examination

Text Books

“Money, Markets and Citizenship”, Aldous et al

End of Semester Exam

There will be an exam at the end of the semester which accounts for 50% of the overall performance grade.

Use of Computers

In “Law and You”, students will utilise computers for research on a periodic basis.

Economics (Enrichment)

Period Allocation

8 periods per ten-day cycle for the semester

Unit Description

In this Commerce unit student will be introduced to the basic concepts of Economics. There will be an introduction to the types of market systems, the price mechanism, factors of production and types of income. They will then apply these foundation concepts to a number of case studies relating to the Australian economy. Students will also be investigating the share market and will participate in the Australian Stock Exchange Schools Share market game. This subject will act as an introduction to the study of Economics at the VCE level.

Learning outcomes

On completion of this unit students should be able to demonstrate competency in:

- Distinguish between types of market systems
- Understand how the price mechanism operates
- Describe the factors of production
- Identify types of income and how they are earned
- Understand how a market works through the Australian Stock Exchange
- Understand the effects of unemployment, inflation, economic growth and the role of the Australian government in managing the Australian economy

Assessment tasks

- Test
- Share market report
- Folio of case studies

Text Books

No text book is required. Information and resources for this course are on the Senior VLE.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade.

Use of computers

In Foundation Economics students will utilise computers 100 per cent of class time. The computer is used to access the Senior VLE where all the course resources are placed. The computer is used for class tasks, research purposes and to utilise PowerPoint.

VCE Preparation Accounting (Enrichment)

Period Allocation

8 periods per 10-day cycle

for the semester

Unit Description

This unit is a preparation unit for VCE Accounting Units 3 & 4. Students will be introduced to Accounting procedures and practice. The unit will involve the study of recording and reporting accounting information and the use of this information as a basis of planning and control and the use of Information and Communications Technology (ICT) in recording and reporting. Students who perform with distinction may be offered a place in Accounting Units 3 & 4 while in Year 11.

Learning Outcomes

On completion of this unit students should be able to demonstrate competency in:

- Recording financial information under a double-entry system
- Preparing suitable classified accounting reports
- Analysing accounting information
- Evaluating business performance
- Using ICT in recording and reporting

Assessment Tasks

- Folio of exercises: A folio of tests and exercises completed in class
- A case study using ICT

Text Books

No text book required. Information and resources for this course are on the Senior VLE.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 60% of the overall performance grade.

Use of Computers

In Foundation Accounting, students will utilise computers for a number of assessment tasks. The computer is used to access the Senior VLE where all the course resources are placed. The computer is also used for Excel spreadsheets.

Design A: Visual Communication (Enrichment)

Period Allocation

8 periods per ten-day cycle.

for the semester

Unit Description

This subject encourages students to generate creative and innovative design solutions in response to a brief. Students will explore design techniques which cover a multitude of disciplines. The course is designed to develop students understanding of how ideas and information can be conveyed through visual means. This will be achieved through the detailed exploration of media, materials and design methods.

The design work that students undertake will prepare them for VCE Visual Communication.

Learning Outcomes

On completion of this subject students should be able to demonstrate competency in:

- Technical drawing systems
- Rendering techniques
- Exploring ideas using design elements and principles
- Methods in developing final presentations
- Computer generated design solutions

Assessment Tasks

A folio of design solutions in response to a range of briefs:

- Instrumental drawing, Industrial Design and 3D process
- Advertising and marketing
- Computer generated design
- Typography exploration

Text Books

Text books are not required for this subject, however, the purchase of a folio and basic drawing materials is required

End of Semester Exam

An exam which accounts for 20% of the overall performance grade.

Use of Computers

Students will utilise computers for design and finalisation of selected assessment tasks.

Design B: Architecture/Multimedia (Enrichment)

Period Allocation

8 periods per ten-day cycle for the semester

Unit Description

This subject allows students to complete a detailed study of computer generated design solutions, a comprehensive understanding of architectural drawing, as well as an introduction to model making. The course enables students to explore their creativity in a variety of design disciplines particularly focusing on Architecture and Multimedia design. Students will develop skills in working from a written brief and completing tasks that achieve a specified outcome.

The design work that students undertake will prepare them for VCE Visual Communication.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Generating a series of design solutions
- Exploration of design elements and principles
- Drafting processes
- Mixed media model making
- Computer generated solutions

Assessment Tasks

A folio of design solutions in response to a range of briefs:

- A series of design explorations
- Architectural focus – utilizing 3D modelling
- Multimedia solutions

Text Books

Text books are not required for this subject, however, the purchase of a folio and basic drawing materials is required

End of Semester Exam

An exam which accounts for 20% of the overall performance grade.

Use of Computers

Students will utilise computers for design and finalisation of selected assessment tasks.

Art A: Photography/Painting (Enrichment)

Period Allocation

8 periods per ten-day cycle for the semester

Unit Description

In the practical component of this unit students will undertake a series of workshops in photography and oil painting. In photography students will learn about both digital and analogue cameras, taking effective photographs, darkroom and digital processes. Students will develop and explore a variety of techniques, including solarisation, toning, hand colouring and superimposing images. The focus of the oil painting unit is on the preparation and completion of drawings and oil paintings. Students will learn how to prepare a canvas, experimenting with a range of oil painting techniques, prior to executing a series of finished paintings. In art appreciation students will develop confidence, vocabulary and knowledge to discuss a variety of art works.

This course of study is highly recommended for students who have an interest in Art and intend to study Art or Studio Arts at VCE.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Exploring and refining ideas in a range visual media
- The use of the visual arts elements and principles
- Generating finished artwork
- The documentation of ideas, techniques and processes
- The development of skills and techniques in a variety of media
- Using a range of skills in identifying, analyzing and interpreting visual art works
- Using appropriate terminology to describe and critically analyse visual art works

Assessment Tasks

- A series of design explorations
- A folio of finished artworks
- Written presentations

Text Books

Not required for this subject

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Photography, students will utilise computers for digital manipulation.

In Art Appreciation, students will utilise computers for class activities, drafting and research purposes.

Art B: Drawing/Sculpture (Enrichment)

Period Allocation

8 periods per ten-day cycle for the semester

Unit Description

The focus of the practical component of this unit is on the exploration of ideas through drawing and translation of the most successful results into a range of sculptural media including, ceramics, sandstone carving and lost wax casting. Design drawings, form and surface decoration will be explored and developed. In art appreciation students will develop confidence, vocabulary and knowledge to discuss a variety of art works.

This course of study is highly recommended for students who have an interest in Art and intend to study Art or Studio Arts at VCE.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Exploring and refining ideas in a range visual media
- The use of the visual arts elements and principles
- Generating finished artwork
- The documentation of ideas, techniques and processes
- The development of drawing skills and techniques
- Using a range of skills in identifying, analysing and interpreting visual art works
- Using appropriate terminology to describe and critically analyse visual art works

Assessment Tasks

- A series of design explorations
- A folio of finished artworks
- Written presentations

Text Books

Not required for this subject

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade

Use of Computers

In Art Appreciation, students will utilise computers for class activities, drafting and research purposes.

Drama (Enrichment)

Period Allocation

8 periods per ten-day cycle. for the semester

Communication through body movement, gesture and facial expression is an intricate part of drama. In this Unit the student's skills and knowledge of the theatre style of 'realism' will be developed, along with certain styles of comedy. In any theatrical production stagecraft plays an important role. The stagecraft elements of direction and stage management ensure that the best use is made of the space provided by the stage and the set design. The students will utilise their knowledge to create a performance of a comic or a dramatic script.

Learning Outcomes

On completion of this unit students will have studied various comedy styles and the skills related to them, stagecraft elements, such as lighting, sound, make-up and properties will be examined in relation to set scripts or extracts of scripts. Students will analyse and evaluate the stagecraft of a professional performance.

Assessment Tasks

Report on the history/style of comedy style

Ensemble performance

Students will complete a written analysis and evaluation of a professional production.

Text Books

Not required for this subject

End of Semester Exam

There will be an exam at the end of each semester which accounts for 30% of the overall performance grade.

Use of Computers

Drama is a practical subject. Computers are used for analysis tasks.

Music Performance

(Enrichment)

Period Allocation

9 periods over a ten-day cycle for the semester

Unit Description

The Solo and Group Performance Unit is a practically based unit for students who wish to improve their performance skills in both individual and ensemble contexts.

Students will be involved in activities that will enhance their understanding of performance practices in a variety of musical styles and performance venues.

In Year 10, the elective is designed for students who intend to continue on to either VCE Group Performance or VCE Solo Performance.

Learning Outcomes

On completion of this unit, the student should be able to demonstrate competency in:

- Performing a range of solo and/or ensemble works on their chosen instrument.
- Exhibiting an understanding of various means of preparation to maximize performance opportunities.
- Showing a greater understanding of the music performed on their instrument or in their ensemble.
- Theoretical and aural skills.

Assessment Tasks

- Performance of a range of selected solo works and technical work
- Performance of a range of ensemble works
- Theory Test
- Aural Test

End of Semester Exam

There will be an aural and written exam at the end of the semester which accounts for 30% of the overall performance grade.

Use of Computers

In Yr 10 Solo and Group Performance, students will use an ear-training program called Auralia to practise their aural skills.

Electronics (Enrichment)

Period Allocation

8 periods over a ten-day cycle

for the semester

Unit Description

We live in an age where every aspect of life depends on electronics. From the moment our clock radio wakes us in the morning to watching TV in the evening, increasingly sophisticated electronics are allowing our standards of living to rise. Mobile phones, which were science fiction only thirty years ago, have become an indispensable item. This course looks at the basic building blocks of electronic circuits and students will gain some understanding of how doors open automatically and lights turn on when people walk past at night time. They will construct simple circuits; finally designing one of their own to perform a simple task.

Students are introduced to diodes, capacitors and transistors and learn about their properties. They construct some simple printed circuits and then their own printed circuit to perform a particular task. This unit of work has a high "hands on" practical content.

Learning Outcomes

On completion of this unit should be able to;

- Use Ohm's law to calculate current, voltage and resistance in series and parallel circuits
- Describe the properties and uses of diodes, capacitors, transistors, LDRs and thermistors
- Design a simple circuit to perform a particular function.
- Produce a simple printed circuit board and to competently solder components in place.

Assessment Tasks

- Basic soldering skills
- Basic competence with measuring instruments (Multimeters, CROs)
- Basic component identification and uses.
- Printed circuit design, construction and testing.

Text Books

None

Use of Computers

Students will utilise computers for completing worksheets, drafting circuit diagrams, testing circuits and research purposes. Students will also be encouraged to utilise the available teaching tools (Word, Crocodile Physics and Circuit Wizard) to enhance their understanding of the concepts and processes that are studied.

Environmental Science (Enrichment)

Period Allocation

8 periods per ten-day cycle. for the semester

Unit Description

This unit of work requires active participation, self directed learning and an enquiring mind. Students study the fundamentals of the biosphere, ecology, human impact on the environment, environmental issues, politics and environmental economics. This includes practical experiments, increasing biodiversity through continued planting and management of the Frog Pond and Wetland. A number of different learning styles are used and emphasis is placed on creative solutions to real problems.

Area of Study 1

Many people often refer to waste as rubbish. Rubbish is something that we all produce as part of everyday living, and often don't think much about; as the saying goes "out of sight, out of mind". We simply put our rubbish bin on the kerbside every week, and the council arranges for someone to take it away. But as we are beginning to realise and experience, waste doesn't really go away. In fact, waste disposal has become a major environmental and economic concern.

Area of Study 2

One of the key elements needed for a sustainable Earth is the maintenance of a diverse range of plant and animal species. This is seen as desirable for many reasons, including utilitarian, ecological, aesthetic and local laws to try to ensure that biological diversity is maintained. The international Convention on Biological Diversity defines biodiversity as "the variability among living organisms from all sources including terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are a part; this includes diversity within species, between species and of ecosystems.

Learning Outcomes

On completion of this course the student should be able to demonstrate competency in:

- Identify and explain where the waste we generate comes from and where it goes.
- Identify the environmental, economic and social impacts of commonly used items.
- Carry out an investigation about how we can reduce negative impacts associated with resource consumption.
- Describe the natural components and function of a biosphere.
- Describe the flow of energy and nutrients within an environment.
- Identify and explain the natural changes that occur in ecosystems.
- Explain different methods that are used to monitor an ecosystem.

Assessment Tasks

- Research Papers
- Group Project

Practical Component

This subject contains a strong practical component, which requires commitment from students, outside of class time. There is an overnight fieldtrip in which students will be expected to attend.

Text Books

- There is no set text
- Material is accessed online

End of Semester Exam

There is no exam in this subject

Use of Computers

As a commitment to decreasing paper consumption Environmental Science is delivered using Moodle, Intranet and resources on the Internet. A working laptop is a compulsory part of this subject.

Food Technology Patisserie (Enrichment)

Period Allocation

8 periods per ten-day cycle. for the semester

Unit Description

In this Unit students will prepare a variety of sweet and savoury bakery foods using a number of different food preparation techniques. Students will prepare products including muffins, biscuits, pastries, cakes, pizza, quiche and various breads. Students will investigate the functional properties of the ingredients used and discover where these foods fit in a healthy well balanced diet.

Learning Outcomes

On completion of this unit the student should be able to demonstrate:

- A range of specialised techniques such as yeast cookery and pastry preparation
- Understanding of the nutritional value of cereal products in relation to food selection models
- Modifying recipes to improve their nutritional quality
- Understanding of the food science principles in relation to the ingredients used in patisserie.

Assessment Tasks

- Tests
- Take home practical project
- Research and design activities

Text Books

Not required

End of Semester Exam

The will be a practical exam at the end of the semester.

Use of Computers

In Patisserie, students will utilise computers for Word-processing software, Power Point, digital photography, Internet-based research and analysis will also be undertaken.

Food Technology Global Foods (Enrichment)

Period Allocation

8 periods per ten-day cycle. for the semester

Unit Description

In this unit students will explore a range of cuisines from around the world. Students will investigate how multi-culturalism in Australia has impacted on this. A variety of food preparation techniques using a range of ingredients to prepare typical dishes from around the world will be explored.

For consideration to attempt this unit, a satisfactory completion of the "Introduction to Food Technology" Unit is required.

Learning Outcomes

On completion of this unit the student should be able to demonstrate:

- Analysing a range of factors that influence food choice
- Analysing how particular ingredients can contribute to a healthy well balanced diet
- Preparation and presentation of a variety foods using a range of processes

Assessment Tasks

- Tests
- Research and design activities
- Take home practical project

Text Books

Not required

End of Semester Exam

There will be a practical exam at the end of the semester

Use of Computers

In "Global Foods", students will utilise computers for Word-processing, PowerPoint, digital photography, Internet-based research and analysis.

Exercise and Sports Science (ESS): (Enrichment)

Period Allocation

9 periods per ten-day cycle for the semester

Exercise and Sport Science provides an introduction to the theory components, which relate to the content covered in VCE Physical Education. This elective serves to develop the students understanding in the foundation studies of sport and exercise science.

Students are required to play an active role in both theory and practical lessons which relate to Exercise Physiology and Body Systems and the role they play in Human Movement. Students will also explore the various areas of fitness training and tests associated with both aerobic and anaerobic training methods.

Learning Outcomes:

On the completion of this unit, students will have the building blocks essential for the study of VCE Physical Education. Students should be able to demonstrate an understanding of:

- Identify the major structures of the Cardiovascular, Respiratory, Skeletal and Muscular Systems
- Use correct terminology to identify bones, individual muscles, joints and joint actions.
- Perform, observe and analyse a series of movements and identify the bones, muscles, joints and joint actions responsible for the movement.
- Demonstrate a basic understanding of Biomechanics
- Demonstrate an understanding of energy systems.
- Demonstrate an understanding of the major fitness components.
- Demonstrate an understanding of Training Principles and apply their knowledge to formulate a training program.
- Explain how training adaptations lead to an improved performance

Assessment Tasks

- 1 Major Assignment
- Maintenance of a work book including all notes and handouts

Unit Tests:

- 1 test per unit/topic

End of Semester Exam

There will be an exam at the end of the semester which accounts for 40% of the overall performance grade

Use of technology:

In this subject students will need access to a laptop for class activities, research, and as a part of presentation of assignments and work tasks.

Students are also expected to wear correct Physical Education uniform for all practical activities.

Health and Physical Science (HPS): (Enrichment)

Period Allocation

9 periods per ten-day cycle for the semester

Period Allocation

9 periods per ten-day cycle for the semester

Health and Physical Science provides an introduction to the theory components, which relate to the content covered in both VCE Physical Education and elements of Health and Human Development. This elective serves to develop the students understanding in the areas of sports psychology, nutrition, exercise prescription and injury prevention.

Students are required to play an active role in both theory and practical lessons.

Learning Outcomes:

On the completion of this unit, students will have the building blocks essential for the study of VCE Physical Education. Students should be able to demonstrate an understanding of:

- The role that energy systems play in physical activity and sport performance.
- The role of diet and nutrition in sporting performance.
- Exercise prescription for different population groups
- Prevention and management of common sports injuries
- Characteristics of motor development and how they impact on performance.
- Applied biomechanics and its effect on sport performance and injury prevention.
- Benefits of physical activity in relation to body systems.

Assessment Tasks

- 1 Major Assignment
- Maintenance of a work book including all notes and handouts

Unit Tests:

- 1 test per unit/topic

End of Semester Exam

There will be an exam at the end of the semester which accounts for 40% of the overall performance grade

Use of technology:

In this subject students will need access to a laptop for class activities, research, and as a part of presentation of assignments and work tasks.

Information Technology - Digital Media Production (A) Semester 1 (Enrichment)

Students may elect to study Digital Media Production in either Semester 1 or Semester 2, or both.

Period Allocation

8 periods per ten-day cycle. **for the semester**

Unit Description

The purpose of this unit is to enable students to design and create digital media products – including audio, video, still image and animation. Students will also investigate real-world digital media examples to identify key design components and production qualities.

Learning Outcomes

On completion of this unit students should be able to:

- Use microphones and audio editing software to create a range of audio clips, using music, spoken voice and sound effects.
- Use a digital camera and image manipulation software to create, edit and publish, on paper or electronically, a range of digital images of different styles and purpose
- Use a digital video camera and video and audio editing software to create and edit a short film.
- Use Stop Motion Animation tools to animate a short film
- Analyse real-world digital media to identify purpose, audience and production qualities.

Assessment Tasks

- **Digital Media Journal** – A collection of tasks relating to audio, still image, video and animation and a short analysis showing progression in skills and understanding
- **Digital Media Blog** – A collection of real-world examples of digital media with an associated analysis of purpose, intended audience and production qualities.
- **Digital Media Production Project 1** – Design and creation of a short radio show/audio story OR Design and creation of a series of still images for an advertising campaign
- **Digital Media Production Project 2** – Design and creation of a short film, using either video production or animation (or a mixture of the two).

Students who study Digital Media Production for the whole year will be required to select all four types of media production for their Digital Media Production Projects (eg. Audio, Still Image, Short film and Animation) and will be expected to complete a range of more complex tasks in Semester 2.

Text Books

No textbook is required

End of Semester Exam

There is no exam in this subject

Use of Technology

A working laptop computer and network cable is compulsory in this subject. Students may also wish to use their own digital cameras and mobile phone audio and camera functionality. If so, students will need to take appropriate responsibility and care for this equipment while at school.

Information Technology - Digital Media Production (B) Semester 2 (Enrichment)

Students may elect to study Digital Media Production in either Semester 1 or Semester 2, or both.

Period Allocation

8 periods per ten-day cycle. **for the semester**

Unit Description

The purpose of this unit is to enable students to design and create digital media products – including audio, video, still image and animation. Students will also investigate real-world digital media examples to identify key design components and production qualities.

Learning Outcomes

On completion of this unit students should be able to:

- Use microphones and audio editing software to create a range of audio clips, using music, spoken voice and sound effects.
- Use a digital camera and image manipulation software to create, edit and publish, on paper or electronically, a range of digital images of different styles and purpose
- Use a digital video camera and video and audio editing software to create and edit a short film.
- Use Stop Motion Animation tools to animate a short film
- Analyse real-world digital media to identify purpose, audience and production qualities.

Assessment Tasks

- **Digital Media Journal** – A collection of tasks relating to audio, still image, video and animation and a short analysis showing progression in skills and understanding
- **Digital Media Blog** – A collection of real-world examples of digital media with an associated analysis of purpose, intended audience and production qualities.
- **Digital Media Production Project 1** – Design and creation of a short radio show/audio story OR Design and creation of a series of still images for an advertising campaign
- **Digital Media Production Project 2** – Design and creation of a short film, using either video production or animation (or a mixture of the two).

Students who study Digital Media Production for the whole year will be required to select all four types of media production for their Digital Media Production Projects (eg. Audio, Still Image, Short film and Animation) and will be expected to complete a range of more complex tasks in Semester 2.

Text Books

No textbook is required

End of Semester Exam

There is no exam in this subject

Use of Technology

A working laptop computer and network cable is compulsory in this subject. Students may also wish to use their own digital cameras and mobile phone audio and camera functionality. If so, students will need to take appropriate responsibility and care for this equipment while at school.

2011 for 2012 Subject Selection Time Line

Term 3 2011

Week 2	Tue July 26 th	VCE Information Night for parents and students
Week 6	Fri Aug 26 th	Online Subject Selection opens
Week 7	Tue Aug 30 th	Online Subject Selection for Year 10 students closes 12 Noon

Online selection instructions

Web Preferences Access Guide.

Student – West Bourne (example only) Home Group –

Introduction.

Web Preferences is a web application that allows students to enter their subject preferences on-line. This Access Guide details the procedures to access and use Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:

- An Internet connection.
- A web browser – Microsoft Internet Explorer 5.5 or higher or Netscape Navigator or higher or Apple Safari 1.2 or higher.
- Access to a printer.

Step 1 – Accessing Web Preferences.

To use Web Preferences you must open your web browser and open the following internet site.

<http://www.timetabling.com.au/webpreferences>

Or simply go to the Westbourne Intranet page and click on the following subject selection icon:



Subject Selection

When you access this page you will see a rectangle with the words “Click Here To Open Web Preferences”. Click on the rectangle to access the login page.

Step 2 – Logging into Web Preferences.

You should now see a page titled “Welcome to Web Preferences”. This page contains two text boxes, one to enter your Student Code and one to enter your password.

Enter the following **case sensitive** text in these boxes.

Student Code:	WGS00-1-000	NB: THESE ARE EXAMPLES <u>ONLY</u>.
Password:	ABC8DE	YOU WILL BE <u>GIVEN</u> INDIVIDUAL CODES.

Then click the “Enter” button.

If there is an error in entering either the Student Code or password, an error message in red text will be displayed at the bottom of the page.

Step 3 – Selecting Preferences.

To use or change your preferences press the “Add Preferences” button located near the top left corner of the page and the “Preference Selection” page will display. Follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, press the “Submit Preferences” button.

Step 4 – Validating Preferences.

The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the “Submit Preferences” button which will open a page titled “Preference Receipt”.

Step 5 – Finishing Up.

You can print your “Preference Receipt” page by pressing the “Print Receipt” button. Sign the printed receipt and return it to your school. Continue by pressing the “Finish” button, which will return you to the home page. If you want to change your preferences, repeat the process by processing the “Add Preferences” button, otherwise exit by pressing the “Log Out” button.

Sample Online Selection Form

YEAR 10 2012

Web Preferences – Receipt

Student Preference Receipt: (example only)

Receipt No: WGS00-1-000

Date: 31/05/2008 9:12:41 AM

Student: West Bourne

Choose 4 semester subjects and please indicate a reserve subject at preference 7. Select subjects in preferential order.

NB: Subjects that run for the whole year require two preference choices.

Preference List:

- Preference 1:**
- Preference 2:** Subject 1
- Preference 3:** Subject 2
- Preference 4:** Subject 3
- Preference 5:** Subject 4
- Preference 6:** Reserve Choice

Student Signature: _____

Parent/Guardian Signature: _____

Print Receipt

Finish