

A GUIDE TO YEAR 10 SUBJECT SELECTION FOR 2012

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INTRODUCTION

During Year 10 at Scotch College boys will continue an exciting and important phase of secondary education – the middle years. Their experiences and achievements in Years 9 and 10 will assist them in making sound decisions about what they will study in the vital VCE years and beyond. While there continues to be a set of core studies, English, Mathematics, Science (which is composed of trimesters of Biology, Chemistry and Physics) and a combination of Christian Education, Physical Education and Health Education, there is also the opportunity to select from a range of semester length elective units. These elective units provide an introduction, or a continuation from Year 9 studies, to areas of study that lead to VCE Units. They allow boys to explore strengths, interests and preferences before committing to a subject in VCE.

Three elective units may be selected each semester. It is important that boys make good use of these elective units, exploring a range of possible subject and semester combinations. Each boy will be guided in the course selection process by his Head of House and House Tutor, who will act as a mentor on the boy's behalf. This process will assist each boy in his decision-making. He will be able to obtain advice from the Course and Careers Services. Boys may also seek information from their Class Teachers and Heads of Department. Unlike Year 9, Languages is an elective in Year 10; studying a Language takes the place of two electives, one each semester. However, all boys are encouraged to continue with a study of Languages for as long as possible.

The Structure of Year 10 is as follows: *Note: The timetable is designed around a 36 period 6 day cycle.*

SEMESTER ONE							
Maths	English	Science	CE	PE	Elective	Elective	Elective
6 periods	5 periods	5 periods	2 periods	3 periods	5 periods	5 periods	5 periods

SEMESTER TWO							
Maths	English	Science	CE	PE	Elective	Elective	Elective
6 periods	5 periods	5 periods	2 periods	3 periods	5 periods	5 periods	5 periods

While boys are not expected to commit themselves to a set of VCE subjects until towards the end Year 10, they should make use of the opportunity provided by the Year 10 electives to become better informed and familiar with subjects that may develop into the focus of their VCE studies. Planning grids including Year 10 and VCE can be found at the back of this booklet. All VCE studies at Scotch College have a Year 10 subject that leads to it.

The following should be taken into account when choosing a Year 10 program:

- continuing Languages - in addition to the inherent benefits of studying a language other than English, Unit 3 and 4 Languages studies attract 'bonus' points toward the study score
- personal interests
- academic strengths and learning styles
- tertiary and career pathways

As many of the Year 10 electives have been very popular in past years, all boys must list their selection in order of preference. Timetabling is a complicated and complex process that sometimes creates clashes and thus difficulties in meeting all the wishes of every student. Nonetheless, meeting each boy's requests is the goal of the timetabling process at Scotch College.

Please contact the relevant Head of House, Mr Brian Woolacott, Dean of Studies or Mr Robert McLaren, Head of Upper School if you have any queries about this guide or the process of subject selection.

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YEAR 10 SUBJECTS & UNITS OFFERED

Below is a list of all Year 10 Units offered in 2012 by Scotch College. An Elective Unit may be withdrawn if the number of students selecting that Unit is too few.

CORE STUDIES:	Christian Education	6
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- **CHRISTIAN EDUCATION**
- **ENGLISH**
- **MATHEMATICS**
- **PHYSICAL & HEALTH EDUCATION**
- **SCIENCE**
 - Biology
 - Chemistry
 - Physics

RATIONALE

Christian Education is taught at all levels throughout the School. It provides opportunity for students to examine the foundations and principles of Christian faith, beliefs and world-view. The Christian Education curriculum seeks to apply a Christian perspective to the personal development of the individual, and to ethical problems and moral dilemmas posed by modern society, especially for young people. It seeks to re-evaluate issues relevant to students in the light of Christian thinking. It is hoped that each student will develop the ability to identify and analyze Christian beliefs and their application both critically and sympathetically.

STUDENT OUTCOMES

- have a more thorough knowledge and understanding of the Christian faith and how it is part of the framework of Scotch College
- have an understanding of life's meaning and purpose from a Christian perspective
- have an appreciation of the Christian understanding of vocation – that each individual is called to play their part in God's purposes
- have an insight into individual personality, gifts and talents and how they equip us in a vocation to serve the community through our career
- have an appreciation that the vocation to serve extends beyond the sphere of self and family
- have an appreciation that the vocation to serve extends to the broader community and to help the disadvantaged in our own country or abroad through the work of relief and aid agencies
- have the ability to identify and evaluate Christian beliefs and their application to a variety of adolescent specific life situations
- have a better understanding of the ethical and moral dilemmas posed by modern society, especially in the adolescent context
- have a deeper appreciation for the complexity of human relationships and be better equipped to develop and maintain healthy relationships
- have a detailed understanding of the various risks associated with ill-advised sexual activity
- be more informed about the dangers of alcohol and drug use and abuse

COURSE CONTENT

The personal development work commenced in Year 9 is extended in Year 10. Building on this foundation students are encouraged to reflect on a variety of human development issues. The topics considered address a range of significant adolescent issues including: healthy relationships, self-image, personal morals, sexual choices, contraception, death, spirituality, depression, coping with stress and assertiveness. A number of the topics raised are designed to complement the work done at this level by the Drug and Alcohol Foundation and the personal development day held in conjunction with one or two girls' schools at the end of Term 3.

ASSESSMENT

Written reports are provided at the conclusion of each semester.

RATIONALE

The Year 10 English course is intended to provide students with a bridge between the English studied at Years 7 – 9 and the work requirement of Units 1 and 2 (VCE) English studied at Year 11. It is a period of essay writing consolidation, creative experimentation and formal and informal oral skills development. Classes at Year 10 should be lively and engaging, entertaining and challenging. The set text list is designed to provide a balance between the study of ‘classic’ literature and publications with contemporary relevance.

Students are encouraged to become critical thinkers. They are urged to, amongst other things: explore different interpretations of texts and challenge a dominant reading of a text by engaging with resistant and/or alternate readings; create and present their own imaginative texts, inspired by set texts, poetry and multimodal sources; understand the concepts of objectivity, subjectivity and bias in texts; and explore the many ways in which language can be used to persuasive effect.

By end of Year 10 students should be familiar with the range of written and oral skills required of them in VCE English Units 1 and 2.

STUDENT OUTCOMES

- **Writing:** Students will be expected to identify broad categories of writing known as personal/imaginative, informative/instructional and argumentative/persuasive. Students will learn how to plan properly, draft and proof read essays. Students will be expected to respond both analytically and creatively to literary texts: novels, plays and poetry. The skills for writing an application and preparing a CV are also taught.
 - write for a range of purposes, audiences, genres and forms
 - develop various literacy skills of written expression
 - respond analytically and creatively to a range of texts
 - develop an awareness of the use and effect of language
- **Reading:** Students are expected gain an understanding of the writer’s intention, themes and characterization. They will learn how to respond to literature through the essay form, active listening and various types of class discussion. Students are also expected to gain a more detailed knowledge of poetic form and genre. Finally, students are expected to read books by different authors and in different styles or genres; for example, novels, periodicals and non-print texts.
 - develop reading skills through exposure to a range of core and elective texts
 - comprehend and synthesize information from a range of texts to draw conclusions
 - understand and appreciate how different textual forms present and communicate information
- **Speaking and Listening:** Students are expected to follow and contribute to discussion; listen attentively and disagree with, as well as respect, other point(s) of view; contribute to group decision and reasoned arguments in structured discussion; and complete at least one individual oral presentation each semester.
 - develop careful and discerning listening skills
 - become more confident and competent speakers in a range of contexts
 - develop an awareness of the use and effect of language

COURSE CONTENT

Semester 1:

- Context Unit: Power in Lord of the Flies and other texts.
- Common Task (Creative Context Response).
- Careers Unit.
- Introduction to Poetry.
- Poetry Elective.
- Teacher choice of text.

Semester 1:

- Text study: Macbeth.
- Television, Media and Satire Unit.

ASSESSMENT

Examination
Analytical Writing
Creative Writing
Listening and Speaking

RATIONALE

Mathematics touches on many and varied aspects of our lives. It has applications in many activities and provides a universal way of solving problems in areas such as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics may enhance both our understanding of the world and the quality of our participation in society.

At Year 10 there are four levels of study in mathematics:

- **Foundation:** Allows students who have previously found the subject difficult to focus on topics that are applicable in everyday life. Students taking this course may still aim to study Further Mathematics (but not Mathematical Methods) in Year 12.
- **Analysis:** This is the standard Year 10 Scotch College Mathematics course.
- **Advanced Analysis:** Provides additional course content for more able students.
- **Enhancement:** This course caters for a small number of invited students. It covers both Year 10 Mathematics and Mathematical Methods (CAS) Units 1 and 2.

STUDENT OUTCOMES

- knowledge of facts and technical skills
- depth of conceptual understanding
- ability to communicate using clear and precise mathematical language
- ability to tackle non-routine problems systematically
- ability to conduct investigations using mathematics
- logical reasoning and a conception of nature of proof
- practical ability in measuring and estimating
- sensible use of calculators and computers

COURSE CONTENT**➤ Semester 1:**

- Algebra
- Surface Area and Volume
- Surds
- Trigonometry
- Linear Relations
- Probability

➤ Semester 2:

- Quadratic Relations
- Calculator Programming
- Indices
- Circle Geometry
- Congruence and Similarity
- Simultaneous Equations

ASSESSMENT (ANALYSIS & ADVANCED ANALYSIS)

Examinations
Problem Solving
Class Tests

ASSESSMENT (FOUNDATION MATHEMATICS)

Examination
Work Skills
Problem Solving

ASSESSMENT (ENHANCEMENT MATHEMATICS)

Examination
Work Skills
Projects

RATIONALE

Physical Education is an essential part of the total educational process. Through sporting and physical activities it provides the opportunity for continuous development of each student's physical, mental, social and emotional capabilities. It is aimed to stimulate an awareness of each student's physical fitness and simultaneously develop an interest and appreciation of sport and physical activity.

STUDENT OUTCOMES

- teach basic skills, rules, strategies and tactics of a wide variety of sports
- develop an interest and enjoyment in sport and physical activity
- give each student the opportunity to develop fundamental motor skills to full potential
- develop an attitude of sportsmanship and fair play
- provide opportunities for leadership and to show the advantages of friendship, cooperation and communication developed in a sporting situation
- have a positive influence on a student's self-image
- develop teamwork skills
- develop and educate students in the benefits of physical fitness, strength, muscular power, muscular endurance, agility, flexibility, co-ordination and aerobic endurance
- provide students with water survival and rescue techniques
- provide Health Education including: cardio vascular health, driver education, conflict resolution, human sexuality, health promotion and interpersonal skills

COURSE CONTENT

- Aquatics
- Badminton
- Basketball
- Fitness
- Gymnastics
- Lacrosse
- Volleyball
- Health

ASSESSMENT

Fitness Level
Aquatic Skills
Gymnastics
Ball Games Skills
Health Education

RATIONALE

The Biology course is a general introduction to Biology; the study of living things. It has a strong emphasis on practical work. The course provides a solid foundation for further study in Biology, as well as providing an enhanced understanding of the living world for those students who will not pursue further studies in this area. Students develop knowledge of Biology and their skills of scientific enquiry. They are also encouraged to think critically about the implications and issues arising from the applications of biological technologies.

STUDENT OUTCOMES

- learn to use a compound light microscope
- understand that cells are the basic unit of life
- develop an awareness of higher levels of biological organization, organs and systems
- understand the mechanisms of inheritance
- improve laboratory practical skills
- develop an awareness of the scientific method
- critically evaluate the merits, risks and ethics arising from the application of biological knowledge

COURSE CONTENT

- Microscopy and Cells.
- Use of Compound Light Microscope.
- Basic Cell Structure and Function.
- Diffusion of Substances across Membranes.
- Scientific Method-Experimental Design.
- Structure, Function and Health of the Cardiovascular and Pulmonary System.
- Inheritance.
- Chromosomes, Genes and the Genetic Code.
- Interpreting Pedigrees.
- Genetic Mutations and Genetic Diseases.
- Selective Breeding.
- Genetic Technology.

ASSESSMENT

Examination

Class Tests

Assignment and Practical Work

RATIONALE

The Chemistry course has been designed to be accessible (at a conceptual level) to all students. Students are asked to explore situations and knowledge that are taken from within their concrete experiences and from these, progress into explanations based on knowledge and understanding of Chemistry. The course has a blend of theory and practice. It provides a solid foundation for further study in Chemistry or other sciences and has the capacity to provide a stimulus for the advanced students and/or those with a special interest in Chemistry.

STUDENT OUTCOMES**Unit 1:**

- explain aspects of atomic structure
- write simple chemical formulae
- write balance chemical equations
- calculate formula masses and percentage composition by mass
- evaluate the usefulness of various chemical products in forming a pain

Unit 2:

- explain aspects of metal structure
- understand the nature of alloys
- describe what causes corrosion
- how protection from corrosion can be achieved
- understand how simple batteries work
- understand how objects can be electroplated to improve their usefulness

COURSE CONTENT

The Search for the Perfect Paint: Composition of traditional and modern paints and the steps required to manufacture a new product:

- Preparation of pigments using four different reaction types.
- Atomic structure, electronic configuration and their relationship to the organization of the Period Table.
- Formation of ions and ionic compounds.
- Chemical formulae and the naming of compounds.
- Calculation of percentage composition and balancing equations.
- Preparation of paints from pigment and binders and evaluation of the product.

Metals:

- The properties and structure of metals and the relation to their uses.
- Application of the reactivity of metals to corrosion and manufacture of batteries.
- Corrosion of metals, particularly iron, and methods of corrosion protection.
- The structure of alloys and the effects of alloying on the properties of metals.
- Oxidation and reduction in terms of corrosion and extraction of metals from minerals.
- Case study: Extraction of iron.

ASSESSMENT

Examination

Unit Tests

Assignments

RATIONALE

Physics is studied in order to understand the physical world around us. We attempt to develop in the students an enquiring and logical mind. Discussion in the classroom is strongly encouraged. The course is based on hands-on learning.

STUDENT OUTCOMES

Students learn how to set-up and carry out scientific experiments, collect data, interpret the findings and present their analysis in a systematic manner. Students learn about existing theories to explain devices used commonly around them as well as discuss how Physics is used in life activities. Knowledge and understanding are developed appropriately for entry to VCE Units 1 to 4.

COURSE CONTENT

The course consists of three components namely Motion, Nuclear Science and Electricity. It incorporates the following key topics:

- Measurement and study of speed and acceleration of a variety of objects.
- The relationship between force, mass, weight, acceleration and friction, collisions.
- Newton's Laws of Motion.
- Gravity on the Earth's surface.
- Radioactivity, Nuclear Fission and Nuclear Reactors.
- Relationship between current, voltages, resistance (Ohm's Law).
- Power and Energy, Use and structure of transformers.
- Rectification of AC to DC output, Power transmission and electrical shocks.

ASSESSMENT

Examination

Tests

Practical Work

- **ART**
- **ART: STUDIO ART - PHOTOGRAPHY, DIGITAL IMAGING & ANIMATION**
- **ART: VISUAL COMMUNICATION & DESIGN**
- **COMMERCE: INTERNATIONAL BUSINESS**
- **COMMERCE: MODERN BUSINESS MANAGEMENT**
- **COMMERCE: SMALL BUSINESS IN OPERATION**
- **DESIGN TECHNOLOGY: ELECTRONICS**
- **DESIGN TECHNOLOGY: PRODUCT DESIGN**
- **DESIGN TECHNOLOGY: RESISTANT MATERIALS**
- **DRAMA**
- **DRAMA: COMMUNICATION STUDIES**
- **DRAMA: THEATRE STUDIES**
- **ENGLISH: FILM & MEDIA STUDIES**
- **ENGLISH: LITERATURE**
- **ENGLISH: EXTENSION ENGLISH**
- **GEOGRAPHY: FROM SEA TO SUMMIT**
- **GEOGRAPHY: PLANNING A SUSTAINABLE FUTURE**
- **GEOGRAPHY: WATER – TOO MUCH, TOO LITTLE**
- **HISTORY: AMERICAN HISTORY**
- **HISTORY: CLASSICAL GREEK CIVILIZATION**
- **HISTORY: CLASSICAL ROMAN CIVILIZATION**
- **HISTORY: CONTEMPORARY ISSUES IN POLITICS**
- **HISTORY: MIDDLE EAST CONFLICT (1900 TO THE PRESENT)**
- **HISTORY: PHILOSOPHY**
- **INFORMATION, COMMUNICATION & TECHNOLOGY (ICT): COMPUTER PROGRAMMING**
- **INFORMATION, COMMUNICATION & TECHNOLOGY: WEB AUTHORING, COMPUTER GRAPHICS & ANIMATION**
- **LANGUAGES: CHINESE SL**
- **LANGUAGES: CHINESE AL**
- **LANGUAGES: FRENCH**
- **LANGUAGES: GERMAN**
- **LANGUAGES: INDONESIAN**
- **LANGUAGES: ITALIAN**
- **MUSIC: MUSIC CRAFT**
- **MUSIC: MUSIC PERFORMANCE**
- **PHYSICAL EDUCATION: SPORTS SCIENCE & STUDIES**
- **SCIENCE: ENVIRONMENTAL SCIENCE**
- **SCIENCE: PSYCHOLOGY**

RATIONALE**PUSHING THE BOUNDARIES - WHAT IS ART?**

In this Semester Unit the Year 10 students explore the question “What is Art”. They are challenged to investigate their current ideas and beliefs and to explore contemporary ideas and methods. They are encouraged to explore new materials and methods as they respond to their world in a visual and creative way.

STUDENT OUTCOMES

- develop sensitivity to the environment through discriminatory selection
- stimulate development according to each student’s potential
- encourage lateral thinking and communication skills
- allow a student to gain confidence in his ability, cultivating his individuality
- clarify and extend students’ conceptual knowledge
- establish standards and values relating to his cultural heritage
- push the boundaries to traditional methods and ideas of art practice

Art promotes creativity and imagination, exercises the emotions and intellect simultaneously, encouraging self-expression and individuality while promoting social skills and responsible actions.

COURSE CONTENT

The course will explore a wide range of art materials and techniques to find visual solutions to a problem or theme set for the class. Whilst painting and drawing in their various forms are central to the course, students will create a major work drawn from the following areas: sculpture, ceramics, three-dimensional studies, printmaking and airbrushing. All students will complete a unit in investigating photography and printing techniques. Editing of images is done on Photoshop. The theoretical aspects of Art deal with gaining an appreciation for fine art in contemporary society as well as from past cultures.

ASSESSMENT

Examination

Finished Art Work/Folio

Design and Development Journal

ICT Application/Research Assignment

RATIONALE

We live in an increasingly digital world teeming with visual images. Everyone has access to a digital camera. This course gives students the opportunity to explore a range of subjects related to digital photography. It will focus on the skills required to critically interpret the myriad of visual images that they are faced with in their everyday life. This will enable the students to develop in their own work a strong visual aesthetic and a discerning eye. Using an analytical and practical approach, students explore design elements and principles and camera techniques. They develop production skills, and a critical understanding of the way images can reflect and impact on our society, including issues of copyright.

The course also assists students to articulate their own positions on issues of ethics, values, and the influence of the image, while enabling them realize a folio of work that expresses their creative response to the world in which they live. This course provides consolidation and extension of skills and concepts in photography and digital imaging. The course adopts a 'community of inquiry' approach to examine 'aesthetics' and the representation of people and places in images across history and cultures. Using both an analytical and practical approach, design elements and principles and camera techniques are first understood and then applied by students, with the aim that they develop both production skills, and a critical understanding of the way images can reflect and impact on our society.

STUDENT OUTCOMES

- express themselves creatively through photography, digital imaging and animation
- come to understand how to support and sustain their art practice
- develop, practice and refine specialized skills in photography and digital imaging
- develop an awareness of aesthetic qualities in the production of their photography and digital imaging
- develop and apply skills in visual analysis including the use of appropriate terminology in relation to their own artwork and artists studied
- acquire an understanding of how artists develop styles and interpret subject matter
- develop an understanding of professional art practices related to the exhibition of artworks
- encourage artistic development through personal and independent exploration, with an emphasis on innovative thinking and investigation
- contribute to the students confidence in his own ability, clarifying and extending his conceptual knowledge
- cultivating his individuality, giving him standards and values and generating desirable behavior patterns
- provide a learning experience to stimulate development according to each students potential
- promote creativity and imagination; to exercise the emotions and intellect simultaneously; and to encourage self-expression and individuality while promoting social skills and responsible attitudes

COURSE CONTENT

- Understand the history of photographic representations in portrait, landscape, fashion and story form.
- Examine current and historical expressions of 'Aesthetics and Beauty'.
- Analyze and apply the use of design elements, principles and camera techniques in a range of photographs.
- Use an SLR camera to control exposure and depth of field.
- Use digital imaging software to control development of digital images.
- Consider and formulate their own positions on issues of ethics, values and the influence of photography on society.
- Capture the mood and presence of a location in the 'landscape'.

- Communicate a story through a photographic topic.
- Using photography, photomontages drawing and mixed media to create altered images.
- Looking at how artists have used photography and Multimedia to Break Boundaries.

The practical component of this course involves the research, exploration, development and refinement of a theme or idea within a contemporary context. Exploring such topics as:

- Influence of Scientific Photography on art such as Edward Muybridge's studies of movement and its influence on Futurist artists such as Duchamp and others
- Changing Landscapes, manipulating landscapes to express an opinion or new idea about the environment such as Christo, Andy Goldsworthy, etc..
- Influence of fashion photography and how it has inspired artists such as Pierre et Gilles, Andy Warhol etc.
- Look at photography of the Pop Artists such as David Hockney and Andy Warhol and how they used the imagery to forge new directions for contemporary society.
- Contemporary artists such as Cindy Sherman, Bill Henson and William Wegman use photography as metaphor to present their ideas in unusual and compelling ways.
- Multimedia artists use video and digital illustration to depict, critique and express aspects of our culture to a contemporary audience. Artists such as Shawn Gladwell deliberately choose non-traditional material to present in an art setting, mimicking advertising and mass-media techniques.

These ideas are recorded and developed in a visual journal and afterwards refined in a major studio work. Students are expected to develop their own themes and self-directed journal pages that explore a range of ideas, media and materials. This requirement is in line with the VCE practice of requiring visual support material for practical folio. Students will focus on artists in their studio. The semester will focus on digital photography animation and multimedia art.

ASSESSMENT

Examination

Finished Art Work/Folio

Design and Development Journal

ICT Application/Research Assignment

RATIONALE

Visual Communication and Design (VCD) consist of training in visual literacy and practical problem solving using graphic techniques. It aims to translate often confusing verbal or written information into a clear, universal and visual language. VCD satisfies the needs of specific clients and solves design problems.

STUDENT OUTCOMES

- develop an understanding of the use of graphics to communicate
- learn to analyze, interpret, understand and appreciate visual communication of others
- learn to solve communication and design problems creatively and imaginatively using graphic tools, drawing systems and the design process
- learn drawing and computer imaging to develop visual thinking and expression
- understand the role of graphics in industry and in the wider world

COURSE CONTENT

Students are introduced to the major concepts of VCD and taught the drawing systems and rendering techniques required to solve visual problems. Students will study the communication of ideas and factual information by graphic means such as charts, diagrams, symbols and specialized drawing techniques as employed by draughtsman, designers, technical/scientific illustrators and journalists. It is expected that on completion of the course students will have developed an awareness of elements and principles of design.

Major projects will require independent research and investigation resulting in the production of both two and three dimensional solutions which conform to the given design briefs. Themes will be developed from areas of product, packaging or construction design. Skills in freehand, conceptual and observational drawing will developed along with rendering and model making.

Topics will include: packaging (toiletries and food with surface decoration), product (a domestic appliance, furniture, timepiece and automotive design and construction (interior and garden, industrial/commercial /domestic housing as well as kitchen design).

ASSESSMENT

Examination

Finished Art Work/Folio

Design and Development Journal

ICT Application/Research Assignments

RATIONALE

Commerce is increasingly becoming internationalized. Barriers to trade are disappearing with goods, money and people moving from country to country with relative ease. Being successful in business and commerce requires knowledge and understanding of different cultures, economies and people. As over seventy per cent of Australia's trade is conducted with Asia, this course has an Asian focus. Its intention is to develop an awareness of the importance of cultural understanding for the success of commerce and business in today's globalized world.

STUDENT OUTCOMES

- understand the commercial relationships Australia has developed over time
- identify the different measures of economic growth
- investigate and comprehend the changing nature of international relations
- develop specific knowledge of an Asian country through a case study examining its economy, culture, history, government and society
- develop an understanding of cultural barriers to trade and commerce
- develop, in small groups, an international business proposal
- establish teamwork skills using DFAT's business export competition

COURSE CONTENT

- **Commercial Relationships (historical and contemporary):** This topic will examine the commercial relationships Australia has developed, predominantly since colonization. It will begin with consideration for the indigenous economy and conclude with an investigation of relations with current and future super powers America and China.
- **Asian Countries (their growth and relevance to Australia):** This topic would continue with an examination of Asia's relevance to Australia's commerce. It will involve a case study of an Asian country's culture, government, and society and consider its commercial relevance to Australia.
- **China:** History, culture, economy and trade relations with Australia. This topic will extend the concept of Asia's economic importance to examine the significance of China to Australia and the world's economy. It will incorporate study of business opportunities in one of the world's largest and fastest growing economies.
- **The Global Village (Australia's place):** How important is cultural diversity and understanding in developing effective commercial relationships? Are trade relations affected by historical/military links? This topic will examine these and other questions regarding Australia's place and role in the 21st century.
- **Business Links and Markets in Asia:** This topic will investigate the current and future commercial and business opportunities within the Asian region.

ASSESSMENT

Examination

Applied Exercises

Case Study

Report on International Business Proposal

RATIONALE

Modern Business Management examines the ways in which people at various levels within a business organization manage resources to achieve the objectives of the organization. It will investigate the keys to successful business management utilizing case studies from large business organizations. It will expose students to the concept of management and will lead into studies of accounting, economics, legal studies and business management.

STUDENTS OUTCOMES

- develop an understanding of the importance of large corporations to the level of economic activity
- develop word processing and design skills through the development of advertisements and research activities
- develop communication and management skills through mock interviews of employees and real life case studies
- complete interest rate and other simple financial calculations
- examine successful marketing campaigns and develop (and present) their own marketing plan for a new product
- identify and evaluate different management practices
- improve their level of financial literacy

COURSE CONTENT

- **Big Business:** This topic will examine the emergence of large-scale organizations and their relevance and importance to the Australian economy.
- **Assessment of Business Performance:** This topic will investigate ways of measuring business performance.
- **Human Resource Management:** This topic will consider the complexities of managing a business key resource; its people.
- **Management Styles and Skills:** This topic will provide an overview of different management styles, including their strengths and weaknesses.
- **Marketing:** This topic examines the principles and concepts underlying the marketing process. Examples of successful marketing campaigns will be studied as will key marketing concepts. A key component of each student's assessment will be their marketing assignment where they will develop a marketing campaign for a new product.

ASSESSMENT

Examination
Applied Exercises
Marketing Assignment

RATIONALE

This course is developed around the theme of running a small business. Its aim is to introduce students to some of the basic concepts underlying small business while exposing them to concepts that lead into accounting, economics, legal studies and business management. It takes a practical approach utilizing case studies of successful small businesses. Students are required to conduct an investigation of an existing business and will investigate the possibility of a class based business activity.

STUDENTS OUTCOMES

- develop an understanding of and identify different business structures available for commercial operation in Australia
- investigate a range of small businesses and evaluate their success or failure
- develop basic bookkeeping and accounting skills
- examine and gain an appreciation of the legal issues relevant to small business operation in Australia
- develop communication skills through interviews with small business owners/managers
- establish key financial management skills relevant to a small business
- plan and run small business activities with a group of 4-5 students

COURSE CONTENT

- **Selecting a Business Structure:** This topic will examine the different business structures applicable to businesses.
- **The Law and Small Business:** This topic will examine the legal requirements necessary to set up and run a small business.
- **Prices and Costing:** This unit will examine the role of pricing and costing in the successful operation of small business.
- **Basic Book Keeping for Small Business:** This topic will introduce students to the fundamentals of financial recording. Use of basic financial management software will be incorporated into this topic.

ASSESSMENT

Examination
Applied Exercises
Small Business Assignment

RATIONALE

Design and Technology seeks to develop both the intellect and the skills through the processes of designing, producing and evaluating. Central to these tasks is the acquiring and developing the knowledge and ability to solve problems through the use of technology such as electronics. Integrated with the learning experiences will be the skill and ability to communicate effectively in writing, speaking, sketching and drawing about the processes of designing and making in electronics. It is a course that assumes prior experience and skills at Year 7 and 8 but boys who have a particular interest are encouraged.

STUDENT OUTCOMES

- to further introduce the boys in each class to the nature of electronics in modern society and its usefulness in solving control problems
- to give the boys the opportunity to design and make electronic circuits
- to work with confidence in a technical place with regard for health and safety
- more complex practical projects involving a variety of both analogue and digital components which will teach a range of skills and content to do with circuit design, component compatibility, testing, fault diagnosis, tools and machines
- to reflect on processes, evaluate success and suggest improvements after testing
- design folio for each project
- research assignments

COURSE CONTENT

- **Digital Electronics:** Students will be working with programmable IC's and kits that have been developed by our department in order to gain an understanding of modern electronics.
- **Logic Probe:** Students will make a logic probe for circuit testing and design and build housing for it.
- **Further Robotics:** A more advanced robot kit will be made and re-programmed.
- **CAD/CAM:** Students will be introduced to working with computer aided design and computer aided manufacture.

ASSESSMENT

Examination
Class Work
Homework
Research Assignment

RATIONALE

To introduce students to the realm of Product Design, this will involve learning sketching, shading and rendering techniques to create realistic images of products and concepts. Students will also learn modeling and shaping techniques to bring their concepts into finished form as realistic products.

STUDENT OUTCOMES

- basic graphics – elementary pictorial sketching (oblique, isometric, perspective)
- simple orthographic projection using traditional equipment
- elementary shading and rendering
- basic scale modeling
- use of blue foam, cardboard, and other materials
- use of simple shaping tools
- prototyping and selection of 3D option
- ergonomics
- assessment of ergonomics in an existing product
- history of design; some famous designers and their work
- design and recycling
- CAD/CAM: use of ProDeskTop package and computer controlled router
- design folio for each project
- completed models

COURSE CONTENT

- **Lighting theme:** Students will investigate the history and theme of lighting. They will design and make a low voltage system, model it and then design it in workshop materials. A substantial quality folio and product are expected.

ASSESSMENT

Examination

Graphical and Practical Modeling

Class Tests

Assignments

RATIONALE

Design and Technology seeks to develop both the intellect and skills through the processes of designing, producing and evaluating. Central to these tasks is acquiring and developing the knowledge and ability to solve problems through a variety of materials and media. Integrated with the learning experiences will be the development of skill and ability to communicate effectively in writing, speaking, manufacturing, sketching and drawing. This unit provides opportunities for developing skills demanded in many professions.

STUDENT OUTCOMES

- work safely, co-operatively and responsibly in a school workshop
- safely use a range of more complex hand tools and machines
- use a range of fasteners and fixtures appropriate to the projects at hand. This should include a knowledge of self-tapping screws, particle board screws, pan head and countersunk, a variety of hinges, pop and solid riveting techniques etc.
- plan a project from writing a design brief describing the problem through ideation, development and researching manufacturing techniques to evaluating and reflecting on the success of the process
- develop skills in presenting ideas and thinking in a creative and stimulating manner in folios as a record of solving practical problems and developing solutions
- design folio for each project
- completed models

COURSE CONTENT

- **Bauhaus Design:** The theme of the Bauhaus will be used to design and manufacture a clock. A variety of materials will be used from steel to wood. Welding, brazing and mechanical joining techniques will be learned.
- **Furniture:** The class will design and make a small item of furniture. The project must be limited due to time constraints. Wood and/or steel, aluminium or plastics, or a combination may be used. A folio explaining the brief, research design, ideas and manufacturing is also produced.

ASSESSMENT

Examination
Project Work
Class Work and Homework
Design Work

RATIONALE

This subject provides the opportunity for students to expand their oral, aural and group dynamic skills and to appreciate these as fundamental to the communication process. Nonverbal and verbal means are investigated in depth through a range of speech making activities designed to enhance students' understanding of the nature of communication. The course aims to invest students with the confidence with which to present themselves in a variety of situations and with the understanding of the critical skills required for effective communication with both individuals and groups of any size.

STUDENT OUTCOMES

- verbal and nonverbal communication
- skills required for effective speech making
- planning and preparation skills
- individual's self-confidence in presentation
- effective conversation techniques
- awareness of different contexts for communicating different ideas
- both individual and group presentations based on a variety of styles
- the collaborative approach when working with others

COURSE CONTENT

- **Body Language:** An examination of the non-verbal, physical communication elements and its significance in human interaction.
- **Impromptu Speaking:** Exploring techniques in responding spontaneously to a given topic, learning the suitable organizational and presentation skills.
- **The Instructional Speech:** Examining the elements of instruction, both in organization and presentation, and the importance of providing appropriate detail when communicating.
- **Role Play:** Exploring techniques involved in positive conversation when in different situations.
- **Solving Activities:** Involving tasks designed to promote communication within group situations and within a given time frame.
- **Presentations:** Creating presentations with different foci, each centering on an element of communication under review.
- **The Voice:** Examining how to manipulate the elements of voice for more comprehensive communication.
- **Major Task:** Creating a presentation using a variety of appropriate types of speech, showing an understanding of the range of styles and conventions available to communicate information.

ASSESSMENT

Presentation Examination
Class Presentation
Group Dynamic Skills
Written Tasks

RATIONALE

This subject provides the opportunity for students to explore the skills of character acting while discovering how performance has developed through time to become theatre, as we know it today. Specifically, we practice the diverse range of acting and improvisation skills required to create interesting characters on stage. The transformation of one's self to become another character; the development of Dramatic Elements and the application of particular theatrical styles are fundamental to this unit. These processes will take place through guided improvisation as well as through the use of chosen scripts. Year 10 Drama gives students a wide range of practical experiences in the application of these skills while developing individual and group performance skills through improvisation. Performance work will draw upon students' own lives and experiences and will investigate different cultures and ideas as we develop our understanding of the actor's craft.

STUDENT OUTCOMES

Aims are to develop:

- an interest and enjoyment in performing a variety of performance styles
- specific skills in character improvisation
- an understanding of characterization and the transformation of self to become other characters
- the use of vocal and physical expressive skills
- an understanding of the use of dramatic elements and the main conventions of theatre
- an understanding of the actor/audience relationship
- an appreciation of actor's responsibilities in performance
- both solo and ensemble performances based on a variety of stimulus
- an understanding of the processes of working in ensemble and of the social skills required when working creatively with others
- writing skills necessary to analyze improvised and scripted performances

COURSE CONTENT

- Creation of character through improvisation.
- Creation of character from script.
- Developing an ensemble performance for examination.

The content will be delivered through group and individual tasks, focusing on both script and self-devised work. Students will create both ensemble and solo performances.

ASSESSMENT

End of Semester Performance Task
Stagecraft Skills
Class Performance Skills
Written Tasks

RATIONALE

This study of theatre involves students in the interpretation through performance of play scripts in both naturalistic and non-naturalistic performance styles. Theatrical productions are a creative co-operation between several areas of expertise. To create meaningful theatrical experiences, we need to understand the collaborative process that exists between writers, actors, designers and others involved in areas of stagecraft. Students will explore working both as actors to develop performance skills and as designers/creators to develop a deeper understanding of the communication of meaning through areas of stagecraft. Students will work with design in the stagecraft areas of set, props, lighting, sound, costume and direction in order to increase their understanding of how to make meaning through performance.

STUDENT OUTCOMES

Students will learn to:

- analyze a creative problem to then create a practical solution using areas of stagecraft, including acting
- interpret a script through performance and theatrical designs
- develop acting skills appropriate to the performance tasks undertaken
- manipulate the practical elements of direction, lighting, sound, costume, makeup, properties and set design in order to create meaningful theatrical experiences
- develop an understanding of the use of dramatic elements and theatrical conventions in performance
- develop an understanding and appreciation of the actor's responsibilities in performance
- develop an understanding of the processes of working in ensemble and the social skills required when working creatively with others

COURSE CONTENT

Basic to the course is learning how to create an interpretation in terms of its broader stagecraft potential. Students will be presented with both performance and stagecraft problems and will be required to develop a creative solution to both existing play scripts and created work. Students will work as both performers and designers in order to create performances which enhance the meaning of the subject matter. Students will be involved in practical activities in order to develop an understanding of the manner in which areas of stagecraft can enhance the meaning of both existing and devised work. We will define the various roles associated with areas of stagecraft and demonstrate how they must interrelate within a design concept born out of a play's specific needs. Students will practically explore areas of stagecraft, including acting, in order to manipulate these to enhance the meaning of play scripts. This unit will be divided into sections exploring either different existing scripts or creating scripts based on a design brief, with students working as either performer and/or designer. Necessary stages in each task will include; studying the script, working with a team of designers working with to develop a solution to the design task, researching and absorbing the range of resource material, followed by drafting an appropriate design solution in consultation with the design team to establish style, mood and meaning in performance.

ASSESSMENT

Performance Skills

Stagecraft Skills

Written Tasks

End of Semester Performance Task

RATIONALE

Students will study aspects of two principle media forms, film and television. The course familiarizes students with theoretical aspects of each of these forms and provides them with the ability to critically analyze film and television texts in a range of ways. The course also equips students with practical skills through the production of a short film shot on location, and a short television show recorded in a TV studio environment. Assessment tasks encourage students to reflect critically on issues related to the production, distribution and reception of film through a range of practical and written assignments.

STUDENT OUTCOMES

- understand the aesthetics, styles and formats of film and television texts
- use and manipulate story and production elements, techniques and conventions to develop film and television texts
- develop skills in using different types of equipment at different stages of the production process for film and television (scripting, story-boarding, camera, microphones, lights, TV studio equipment, computer editing)
- understand and control how audiences participate in the construction of the meaning of media and explain ways in which media texts reinforce or challenge social, cultural and artistic values
- use appropriate media terminology and personal interpretations to describe the structure, content and aesthetic qualities of film and television texts
- use critical approaches to analyze and interpret media texts and demonstrate an understanding of the histories and traditions of the films and television texts of selected societies and different cultural groups
- understand the social and industrial contexts in which production, circulation and reception of film and television occurs
- understand how media organizations have evolved, and compare production styles and treatment of themes in a variety of film and television texts
- understand and analyze the influence of media in society generally
- understand and analyze the film and television industries, in Australia and globally
- work together co-operatively in group situations
- present work to an audience for feedback and appreciation

COURSE CONTENT

- **Unit 1: Introduction to Media**
 - the importance of media in our lives; time, money, attitudes and worldview
 - the development of communication media; from hieroglyphics to the world wide web
 - the history of film making techniques and processes; from the zoetrope to CGI
 - the history of film and television industries; Australia in the global media market
- **Unit 2: Analysis of Film and Television Texts**
 - the language of film and television; cinematography, sounds and mise en scene
 - the narrative and genre forms of film and television texts; westerns, sci-fi and soaps
 - the production processes for film and television; key grips, gaffers and foley artists
 - the viewing patterns and effects of film and television texts; ratings and censorship
 - the importance of audience in the construction of a text's meaning
 - the way texts embody and/or challenge social values of the societies in which they are produced
- **Unit 3: Production of a Short Film and / or Short TV Show**
 - film pre-production; scripting and storyboarding a short film or television show
 - film production; shooting with digital video cameras, lights and mics
 - film post-production; editing using iMovie, adding soundtracks and SFX

ASSESSMENT

Examination	Research Assignments
Film Analysis	Film Production

RATIONALE

This unit is offered to encourage and to extend capable English students in their reading and study of a wide range of literature. It requires students to make a detailed study of the main literary forms and to work to develop their literary skills of appreciation and expression through a close reading of text.

STUDENT OUTCOMES

- a greater awareness of a range of literature
- an awareness of different 'readings' of text
- skills of written and oral expression
- a deeper understanding of a range of texts and genres
- skills of detailed and close analysis
- the ability to construct a detailed and convincing argument

COURSE CONTENT

- **Poetry:** Students will be exposed to a range of poetic forms including the lyric, narrative, blank verse and sonnet. Particular emphasis is placed on showing students how to comprehend and analyze the link between poetic form and meaning.
- **Short Story:** A number of short stories will be studied in order to investigate the interrelation between form, style and meaning.
- **Extended Fiction:** A detailed study of one core novel and one play with emphasis on the importance of various structural elements to the meaning of these texts. These include point-of-view, theme, plot, characterization and various language elements such as imagery, symbolism and irony.
- **Wide Reading:** Students will be directed toward a range of literature beyond the core texts through a recommended reading list. It is an expectation of the course that students will establish and maintain an appropriate personal wide reading regime.

ASSESSMENT

Examination

Literature Review

Poetry Analysis

Two Oral Presentation Assignments

Creative Writing Folio

Close Analysis Work based on the Play, Novel and Poetry

RATIONALE

This semester unit is designed for boys who wish to extend their study of English and Literature through a challenging study of some of the world's great literary works. Boys are also exposed to a range of established literary critical theories, including humanism, Marxist theory, feminist theory, post-colonial criticism, new historicism and cultural materialism. In addition to a study of a variety of texts in a range of genres and these theories, the unit provides an opportunity for boys to pursue their own independently negotiated extended study of a topic in a field of particular interest to them; this is presented in the form of a major written project ('mini thesis').

STUDENT OUTCOMES

- develop a wider and deeper range of analytical skills by which to view critically a range of texts and genres
- develop a more detailed awareness of character, theme, authorial concerns, cultural context/ influences and a range of literary devices and features
- come to understand the nature and role of a literary canon in terms of its social, cultural and literary value and significance
- become familiar with a broad range of influential critical literary theories, and apply knowledge of these theories to classic/canonical texts
- become more confident in both oral presentation and writing a detailed, convincing and sophisticated argumentative essay with evidence based on detailed analysis
- show an ability to work independently in order to gain a deeper understanding of a particular area of literary interest

COURSE CONTENT

A literary study of influential ideas about human nature, society and culture through a selection of great literary works in a range of genres. (Novels, poems and plays), eg:

➤ **The Canon – Part 1 (200 BC – 1600 AD): Classical, Medieval and Renaissance Literature:**

Oedipus the King – Sophocles

Beowulf – Unknown author (Seamus Heaney translation)

Renaissance sonnets:

- *Whoso List to Hunt*, Thomas Wyatt
- *Sonnet 17, Sonnet 18*, William Shakespeare
- *Sonnet 10* ('Death, be now proud...'), John Donne

Hamlet – William Shakespeare

➤ **The Canon – Part 2 (1700 AD – 1900 AD): Romantic and Victorian Literature:**

Poems from *Songs of Innocence and Experience*, William Blake:

- *London*
- *Holy Thursday* (both – from *Songs of Innocence* and *Songs of Experience*)
- *A Poison Tree*

Pride and Prejudice – Jane Austen

The Importance of Being Earnest – Oscar Wilde

➤ Major independent literary project designed and completed by each student.

➤ Performance: recitation or reading.

ASSESSMENT

Examination

Major Literary Project

Literary Review

Performance

RATIONALE

This unit aims to examine issues facing Australian and global environments including the interaction between people and environments and strategies for better managing environments.

STUDENT OUTCOMES

- describing the main characteristics of the selected issue and where appropriate explaining the underlying processes
- identifying and describing management strategies
- evaluating the effectiveness of these strategies
- working co-operatively with others
- applying oral and written communication skills
- critically evaluating, drawing conclusions and expressing opinions in an informed manner

COURSE CONTENT

- **Mountains:** What are mountains? Where are the world's main mountain ranges? What forces shape mountains? What are mountain ecosystems? What is it like trekking in the Nepal? How are Victoria's Alpine National Park and NSW's Kosciusko National Park managed?
- **Coral Reefs:** Coral reefs are the most spectacular of all the marine ecosystems. This unit investigates the location and types of coral reef, the coral reef ecosystem, and threats to the ecosystem and how reefs should be managed. Case studies include the Great Barrier Reef and the Caribbean region.
- **Managing our Coasts:** Why has the Victorian Government introduced a system of marine parks? How should Boating be managed in Port Phillip Bay? What are canal estates? What is the best way of managing the dolphins of Port Phillip Bay? How are the Mediterranean and Californian coasts used and managed? What can be done to stop Venice sinking?
- **Tourism Issues:** What are the characteristics of global tourism? What are the advantages and disadvantages of tourism for Nepal and Bali and other Developing countries? How can negative impacts of tourism be prevented or better managed in Developed and Developing Countries? How important are overseas tourists to the Australian economy? What is ecotourism?

ASSESSMENT

Examination
Fieldtrip Report
Practical Activities

RATIONALE

This unit aims to examine issues facing Australian and global environments including the interaction between people and environments and strategies for better managing environments.

STUDENT OUTCOMES

- describing the main characteristics of the selected issue and where appropriate explaining the underlying processes
- identifying and describing management strategies
- evaluating the effectiveness of these strategies
- working co-operatively with others
- applying oral and written communication skills

COURSE CONTENT

- **Living with Bushfires:** What causes bushfires? What was Australia's worst bushfire? What is the role of technology in fighting bushfires in Australia and California? How do forest fires and grass fires differ? Are bushfires in California and Victoria managed in the same way?
- **Protecting our World Heritage sites:** What do the Great Wall of China, the Parthenon, the Great Barrier Reef and the Eiffel Tower have in common? What are the cultural and natural world heritage criteria? How does a site gain a place on the World Heritage list?
- **Managing our National Parks:** Should uranium mining be allowed in Kakadu National Park? How is the park managed to accommodate many tourists? What are the characteristics of Kakadu's different landscape regions? What happens at the Grand Canyon and Yellowstone National Parks?
- **Livable Cities:** Do we need more freeways? How far should suburbia be allowed to spread out from the city center? How are world mega cities such as New York, Mexico City, London managed? Our cities face critical water shortages – are more dams the answer? If not, what are the alternatives?

ASSESSMENT

Examination

Fieldtrip Report

Practical Activities

RATIONALE

Water is one of the most important resources. This unit examines issues associated with the use and management of water resources.

STUDENT OUTCOMES

- describing the main characteristics of the selected issue and where appropriate, explaining the underlying processes
- identifying and describing management strategies
- evaluating the effectiveness of these strategies
- working co-operatively with others
- applying oral and written communication skills

COURSE CONTENT

- **El Nino and La Nina:** What is El Nino and how does it cause drought in Australia? Can El Nino be predicted and planned for? What is La Nina?
- **Floods:** The 1934 flooding of Gardiner's Creek and the Yarra River saw the floodwaters rise to the steps of the Memorial Hall. What causes floods? How can their impact be reduced? How can they be managed?
- **Multi-purpose Dams:** The Aswan Dam, Egypt; the Boulder Dam, USA and the Upper Yarra Reservoir, Melbourne have brought major benefits. What are these benefits? Have there been problems as well?
- **Water for Australia in the Twenty 'Thirst' Century:** Internet research on possible sources of water and their potential, including; desalination of sea water, cloud seeding and harvesting icebergs.
- **Mega Dam:** The Three Gorges Dam, China. Is one mega dam better than one hundred small dams?

ASSESSMENT

Examination

Fieldtrip Report

Practical Activities

RATIONALE

As the world's dominant power, the United States of America is an important topic of study. It requires an understanding of its history. This Unit is designed to provide insight into American history. It is also intended to develop skills applicable not only to senior history but also wherever analysis and extended writing are required. It is a very useful basis for senior history. This unit can be studied alone or in conjunction with other Year 10 History Electives.

STUDENT OUTCOMES

- enhance analytical and writing skills developed in Years 7-9
- extend skills in the use of the apparatus of humanities research
- use the Internet for research and assessing the quality of sites used
- develop excellent background skills required for the study of History in VCE
- perceive the history of the USA in relation to its current national and world outlook
- develop an understanding of the origins and international significance of American culture and economy
- undertake detailed individual research of aspects of American History

COURSE CONTENT

- The nation expands - 1865 – 1919.
- Prosperity, collapse, destruction and victory - 1920 – 1945.
- America – The world's most powerful nation.

ASSESSMENT

Examination

Unit Tests

Research Assignments

RATIONALE

Ancient Greece is often described as the birthplace of western Civilization. Many of our political concepts, including democracy and politics, derived from the Greeks, as do ideas about the arts, philosophy, sport and mathematics. That contribution and the context in which these concepts were made are the subjects of this course, which covers the period between the legendary siege of Troy and the death of Alexander the Great. Students are encouraged to follow their own interests in this broad area: they can research topics as diverse as Greek philosophy, Greek seafaring or hoplite warfare.

STUDENT OUTCOMES

- develop an understanding of the rise, climax and decline of one of the great civilizations
- learn about the foundations of modern political and cultural ideas
- build on analytical and writing skills gained in Years 7-9
- develop research skills in the use of primary sources, such as Homer and Herodotus
- extend skills in the use of the apparatus of humanities research, such as footnotes and bibliographies.
- use the Internet for research with the many reputable Greek sites
- develop an excellent background in skills required for VCE History

COURSE CONTENT

- The geography of ancient Greece.
- Greece before 800 BC, including Mycenaean and Minoan Civilization.
- Troy; readings from the Iliad and a study of the archaeological search for Troy.
- The growth of city-states examined via simulation of a typical Greek city Sparta, with emphasis on the military, social and political features that made it admired and feared Athens, with emphasis on its political outlook in the sixth and fifth centuries BC.
- The Persian Wars, including Marathon, Thermopylae and Salamis.
- The Golden Age of Greece: the 50 years of Greece's greatest cultural and political achievement.
- The Peloponnesian Wars: Athens and Sparta vie for dominance, thereby destroying the city-states' system.
- Alexander the Great and the Rise of Macedon: Macedonian pre-eminence in Greece - Alexander conquers most of the known world.

ASSESSMENT

Examination

Essays

Unit Tests

Research Assignments

RATIONALE

Few if any civilizations match the Roman in their influence on the world. This course seeks to explain and describe in detail the dramatic rise and fall of the empire, which lasted more than 1000 years and still influences elements of our lives as diverse as language, politics and the calendar. In this course students will examine Roman history through a great variety of historical sources. Students will be encouraged to explore topics of their own choosing in a major research assignment on an aspect of Roman history that interests them.

STUDENT OUTCOMES

- develop an understanding of the rise, climax and decline of Rome
- learn about the foundations of modern political and cultural ideas
- build on analytical and writing skills gained in Years 7-9
- develop research skills in the use of primary sources, such as Livy and Suetonius
- extend skills in the use of the apparatus of humanities research, such as footnotes and bibliographies.
- use the Internet for research with reputable sites
- develop a background in the skills required for History in Years 11 and 12

COURSE CONTENT

- The geography of ancient Italy; location of physical features and ethnic groups.
- Legends and early Roman history, including Romulus and Remus, Horatius at the Bridge, Tarquin the Proud.
- The birth of the Republic and the 'struggle of the orders'. An examination of institutions such as Senate, consuls and tribunes. The struggle between patricians and plebeians.
- Expansion, concentrating on the Punic Wars with Carthage. Rome struggled to overcome the Samnites, Pyrrhus, and Hannibal.
- The First Century BC, including Marius and Sulla, the Spartacus slave rebellion, the first Triumvirate, Julius Caesar, and Antony and Cleopatra.
- The Empire – Augustus. His rise and reign. The emperors, with special studies of Tiberius, Caligula, Claudius, Vespasian, Trajan and Constantine.
- The decline and fall of the Roman Empire.

ASSESSMENT

Examination

Essays

Unit Tests

Research Assignments

RATIONALE

Conflicts in the Middle East dominate world politics today, so a course on the origins and nature of struggles such as those in the Gulf and Israel is very relevant to a modern education. This course aims to teach students about historical and political developments in the Middle East from the beginning of the 20th Century to the present. In so doing, it will enhance students' writing, analytical and research skills.

STUDENT OUTCOMES

- examine and understand a history of each Middle East nation from North Africa to Iran
- investigate the impact of World Wars 1 and 2 and the political and economic developments of the 20th Century on the Middle East state
- examine the impact of Zionism on the Middle East since 1900
- research and write an essay on one aspect of conflict in the Middle East since World War 2
- investigate the various "Peace Processes" between the Palestinians and Israel since 1993
- develop an understanding of the different ways to interpret conflict
- develop and write a model Peace Plan for the Israeli-Palestinian conflict through a UN style conference and role-play

COURSE CONTENT

Through a study of the history of each nation state in the Middle East, from North Africa to the Holy Lands, to Iran and the Persian Gulf region, the student will form an understanding of the nature and development of the Middle East. Other topics important to understanding the complexity and difficulties of the present Middle East are the impact of the end of World War I on the Middle East, the emergence of Zionism, Arab Nationalism and the politics of oil. The course will connect the above historical study with the following contemporary issues:

- Arab-Israeli Conflict.
- Rise of Islamic Fundamentalism.
- Terrorism in the Middle East and international terrorism.
- Role of the United States in the Middle East.
- Gulf Wars of 1980, 1991, Saddam Hussein and the 2003 invasion of Iraq.

ASSESSMENT

Examination

Timeline

Essays

RATIONALE

This course has been designed to introduce students to the study of Philosophy. The course encourages the direct engagement of students with different ideas and explores their implications for societies, our perceptions of the world and the way we live our lives.

STUDENT OUTCOMES

- encourage the active engagement with, manipulation of, debate on and invention of different ideas
- improve and hone research and presentation and communication skills
- develop students' clarity of written language
- stimulate effective argument and clear articulation of a point of view
- clarify and extend students' conceptual knowledge in relation to real examples and implications

COURSE CONTENT

- **A brief introduction to the study and value of Philosophy.**
- **Isms and Ologies; The Impact of Ideas:** The emphasis of this unit is to explore how political theories, ideas of the social and ideologies directly influence and affect our lives. The unit will begin by researching historical examples of different political ideologies and how they have affected people in the past. The importance of ideology and the role of modern ideology in Australia will also be examined.
- **Beauty and Meaning; The Philosophy of Art:** Though the unit is an introduction to the philosophy of art, this unit encompasses a wide-range of sub-topics concerning the value of beauty, advertising, fashion and the need to look good as a reflection of wider ideas of what is beautiful (and perhaps therefore considered good) and the difference between superficiality and deeper meaning. Students will also begin investigation into the value of art, the subjective experience of art, how art, architecture and sculpture reflect ideas of historical societies and basic symbolic analysis.
- **A Guide to Happiness; Topics in Philosophy:** Using Alain de Botton's popular book 'The Consolations of Philosophy', students will explore the ideas and implications of these ideas of major philosophers through the Western tradition of philosophy. The aim for this unit is to focus on philosophy as a discipline that can counsel or console us through life and exploring the value of philosophy as a tool for increasing happiness. There are six major philosophers to be covered in this unit, each with specific assessment outcomes though creativity, effective argumentation and close reading of different philosophic texts are key overarching aims of this unit.
- **The Deep Stuff; The Meaning of Life:** The aim of this unit is to allow students to construct their own personal philosophies that answer some of the most interesting and deep questions of existence like 'why is there something rather than nothing?' and 'what is the purpose of life'. The emphasis on this unit is on the clear articulation of a point of view and the exploration of a broad range of different philosophical answers to the ultimate questions of existence.

ASSESSMENT

Examination
Participation in Class Discussions
Essays
Writing Tasks
Research Tasks
Class Tests

RATIONALE

The Politics course is designed to develop students' political knowledge and awareness through both breadth and depth of analysis of contemporary issues. CIP investigates 'what is making news in Australia today'. It exposes issues of relevance to Australians, to sensitize students to the depth of the issues, to enable them to explore the underlying conflicts and the relevant political processes. The course is designed to be flexible, enabling a changing focus according to changing issues from time to time. The issues chosen will be as relevant as possible to the current political scene and will normally be those currently on the international, federal, or state political agenda.

STUDENT OUTCOMES

- learn to follow and understand news coverage and political commentary – newspaper, television, radio, internet, cartooning and satire
- place themselves in the context of the wider world and better understand the human condition in a political context
- develop a sense of personal relevance to the broader world through studying a range of domestic and international conflicts and problems
- develop a range of understandings and skills to enable them to participate more fully in contemporary debates
- develop an understanding of the political spectrum, including definitions of Left and Right, libertarianism and authoritarianism, and major political ideologies such as socialism, liberalism and conservatism

COURSE CONTENT

To retain currency and allow responsiveness to current issues in domestic and international politics, the course content is highly flexible. However, the course will broadly cover:

- The International Political Agenda.
- The Domestic Political Agenda.
- The Political Spectrum.
- Parliament and the Executive.
- Voting, Voting Systems and Election Campaigns.

A highlight of the semester is a mock election campaign in which students create their own political parties with policies, candidate speeches, videos, websites and promotional merchandise. In 2010 this was based on the contemporary UK and Australian federal elections. In 2011 the NSW state election provided the model.

Issues explored in recent years have included: Terrorism, human trafficking and slavery, refugee policy, banning the burqa, euthanasia policy, drug injecting rooms, climate change, genocide, and the American Tea Party movement. Students undertook detailed studies of current election campaigns in Australia and overseas, including the UK and USA. Experts in the political process visited and gave lectures.

ASSESSMENT

Examination
Reflection and Analysis Tasks
Research Tasks

RATIONALE

This subject provides the opportunity for students to develop a better understanding of computer programming through the processes of analysis, design, development, testing and implementation of logical solutions.

STUDENT OUTCOMES

- develop an understanding of the logic required to develop computer programs
- complete collaborative projects
- learn the stages of the system development life cycle

COURSE CONTENT

- **Photoshop:** Creating 'actions' and using batch processing.
- **Flash:** Creating animations with graphical tools and actionscript.
- **HTML:** Simple code for web pages extended with CSS for presentation on a variety of devices.
- **Visual Basic in Applications:** Microsoft Word and Excel; creation, editing and testing of Macros.
- **Filemaker Pro:** Introduction to scripting and reporting.
- **Javascript:** Programming for the Web.

The following design tools may be used for programming:

- algorithms
- flowcharts
- NS diagrams
- structure charts

Students will examine and use the following steps in program development:

- define the problem
- outline the solution
- develop the outline into an algorithm
- test the algorithm
- code the algorithm
- run the program
- document and maintain the program

ASSESSMENT

Examination
Programming Assignments
Project Work

RATIONALE

Web authoring and design describes the production of digital media for use on screen and mobile devices. In this study students will use web 2.0 technologies to communicate while engaging in issues of interface and design, combining media and testing the final product.

STUDENT OUTCOMES

- creating, using and critically analyzing digital documents and information available from computer networks such as the World Wide Web
- applying appropriate formats and conventions for digital documents
- progress from basic presentation of projects to higher degrees of interactivity
- students will design screens that effectively communicate
- appreciate differences between design for print, multimedia and digital documents
- effectively and efficiently use the key software types used in creation of digital documents
- become critical users of on-line information delivery systems
- understanding the role and importance of 'hypertext' in the on-line world
- understand the role of accessibility and usability on on-line communication

COURSE CONTENT

- Appreciate the role of the World Wide Web and how pages on the web are distinguished from other forms of media, particularly linear media.
- Consider many factors when developing a variety of browsers and computers.
- Analysis of web sites from high volume commercial sites to amateur.
- Develop a business site for the web.
- Creation of digital documents using HTML 5.0, CSS3 and Javascript.
- Use of DOM to analyze the structure of a document and enable efficient production.
- Examine the current state of web technologies, identify current trends and transition of content to mobile devices.
- Examine licenses that apply when we use digital content created by others.
- Identify and understand current developments in cloud computing with creation, storage, ownership and backup of digital documents.
- Examine the 'standards' determining creation of digital content for use on networks.
- Create an 'e' book using the epub format standard.

ASSESSMENT

Examination
Digital Portfolio
Project

It is expected that in Year 10 students will normally study two semesters of their chosen language in order to maintain the sequence of study necessary for admission to VCE language study. Two languages can be studied through to VCE at Scotch College, if desired.

RATIONALE

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increased globalization and Australia's cultural diversity. The course aims directly to continue to develop pupils' communicative skills and literacy in the language, and indirectly to promote cognitive growth and divergent thinking. It enables pupils to explore a wider social and intellectual environment, and to encounter different ways of looking at the world.

Learning a language offers students the opportunity to:

- use the language to communicate with its speakers
- understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- gain insights into the culture or cultures which give the language its life and meaning
- consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- add to their general knowledge
- enhance their vocational prospects

This level of Chinese is intended for students who have been studying Chinese SL in Year 9, or for other students after negotiation with the Head of Chinese.

STUDENT OUTCOMES**Semester 1:**

- talk about food (home, restaurant)
- discuss the weather
- compare situations
- discuss school (subjects, assessment)
- seek permission
- enquire about length of time

COURSE CONTENT

- **Topics:** Eating, weather, school life.
- **Grammar:** Giving reasons, offering choices, time duration, describing extreme conditions, aspects, use of often, optional questions, compound sentences, auxiliary verbs, verb phrases, special questions, conjunctions, past tense, present perfect tense, verb phrases, resultative verbs, aspects, subordinate sentences.
- **Culture:** Food, Chinese diet, table etiquette, tourism in China and Taiwan, climate, school, Chinese characters, concept of education.

STUDENT OUTCOMES**Semester 2:**

- ask people the way
- discuss means and duration of travel
- discuss hobbies and interests
- make comparisons

COURSE CONTENT

- **Topics:** Asking the way, leisure activities, location and direction.
- **Grammar:** Interrogative words and questions, indefinite numbers, comparison, formulaic expressions, fillers and acclamations, imperative sentences, exclamatory sentences.
- **Culture:** Public transport, religion, Peking and other Opera, Chinese music and orchestra, traditional dances, jad as a cultural concept, food for birthdays and festivals.

ASSESSMENT

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

LANGUAGES: CHINESE AL (ADVANCED LEVEL)

This level of Chinese is intended for students who have been studying Chinese AL in Year 9, or after negotiation with the Head of Chinese.

RATIONALE

This course meets the requirements of Units 1 and 2 of VCE Languages – Chinese Second Language and Second Language Advanced.

Students are assessed for their eligibility for one of these two studies using the VCAA eligibility criteria.

STUDENT OUTCOMES

Students complete the VCE Unit 1 and 2 assessment tasks for Chinese Second Language or for Second Language Advanced.

COURSE CONTENT

These are based on the advice in the VCE Study Design for Chinese Second Language and Second Language Advanced Units 1 and 2.

ASSESSMENT

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

STUDENT OUTCOMES

Semester 1:

- talk about daily routine
- discuss school streams and subjects
- discuss in which subjects you are good or weak
- explain your school report
- discuss an overseas exchange
- compare French and Australian education systems
- give and follow instructions and advice
- organize a holiday in a French-speaking country
- talk about how things were or used to be

COURSE CONTENT

- **Topics:** School life, daily routine, school linguistic exchanges, choosing the right course, travel, with special emphasis on French-speaking countries, French regional cuisine and North African cuisine, travel by plane.
- **Grammar:** Reflexive verbs in present and perfect tenses, reciprocal verbs, irregular verbs *s'asseoir* & *venir*, imperfect tense, use of *il faut*, use of *avant de*, *faire/laisser* + infinitive, the imperative, irregular verb *boire*.

STUDENT OUTCOMES

Semester Two:

- describe someone's character
- make a suggestion
- give someone advice (on their first date)
- say what you do at the weekend
- help people use the metro in Paris
- give more detailed information about someone/something

COURSE CONTENT

- **Topics:** friendships and relationships, parties, first dates, personalities, going out – music, films, getting around Paris.
- **Grammar:** indirect object pronouns, use of *venir de*, suggestions with *si*, use of *en*, word order of pronouns, negative of reflexive verbs, verbs *manquer à* and *plaire à*, relative pronouns *qui/que/où*, preceding direct object agreement, adverbs, negatives *ne... plus/personne/jamais*.

ASSESSMENT

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

STUDENT OUTCOMES

Semester 1:

- discuss holiday destinations and activities
- describe where places are located
- understand directions to places around town
- make arrangements to meet up with others
- discuss modes of transport
- discuss nature and the environment
- make comparisons
- talk about youth culture and going out
- explain their daily routine
- describe where they work and what they earn
- talk about apprenticeships and careers

COURSE CONTENT

- **Topics:** Berlin and Other Big Cities; transport; the environment; youth culture and going out; daily routines; part-time jobs; apprenticeships; careers.
- **Grammar:** Modal verbs *können, müssen, dürfen*; separable verb *anrufen*; comparative and superlative; plural dative pronouns; present perfect and subordinating conjunctions; reflexive verbs in the accusative and dative; simple past of *haben* and *sein*.
- **Culture:** Potsdam and *Schloss Sans Soucis*; recycling and *Der grüne Punkt*; TV in Germany; holiday jobs and pocket money; apprenticeships and training (as opposed to Australian system); German cars.

STUDENT OUTCOMES

Semester 2:

- make lists of activities they do on normal and special days
- interpret and design a press advertisement
- identify elements of a German recipe
- complete a quiz to evaluate physical fitness
- talk about their leisure activities
- write a news item about recent events
- give an opinion on tattoos and piercings
- summaries and write a short story in German

COURSE CONTENT

- **Topics:** Daily life and routine; personal hygiene; school life; leisure, nutrition and exercise; going out with friends; cooking; drug abuse; relationships; fashion.
- **Grammar:** Passive voice; imperatives; modal verbs with separable verbs; articles; nominative; accusative; dative case.
- **Culture:** Coping with teenage issues; recipes for famous German dishes; peer-pressure.

ASSESSMENT

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

STUDENT OUTCOMES**Semester 1:**

- use greetings and forms of address
- conduct a virtual tour of an Indonesian home
- discuss and describe household duties and one's own home
- compare houses and activities in Indonesian and Australian households
- complete an ICT Assignment on a dream home, discussing facilities, rooms and activities
- order and request food at a variety of eating venues in Indonesia, fast food, local warung, food cart seller (Pedagang kaki lima), restaurants of various kinds
- follow and give directions of a recipe
- research and cook an Indonesian meal for the family: chef for the night
- role play an Indonesian drink creation demonstration for a simulated TV show
- design a website for an Indonesian restaurant

COURSE CONTENT

- **Topics:** Selamat datang di rumah kami: Welcome to our home. Learning about traditional and modern urban household and living styles throughout Indonesia. Selamat makan: Enjoy your meal. Food and variety of eating styles in Indonesia.
- **Grammar:** me-verbs, ter-construction, ordering and requesting foods, instructional language (active voice), object focus (passive voice), object focus using third person, expressing opinion, using language of comparison.
- **Culture:** Visiting an Indonesian home – traditional and modern.

STUDENT OUTCOMES**Semester2:**

- identify and describe a famous street scene in Yogyakarta
- describe processes: making a kite, batik, wayang kulit
- produce a tour itinerary brochure as an ICT assignment on the cultural and tourist attractions of Yogyakarta
- produce a tour guide script for three famous tourist attractions in Yogyakarta
- identify and describe symptoms of illness
- complete a patient profile, script and doctor's certificate
- follow directions for use of medicine, traditional jamu and modern medicine
- identify claims in an advertisement for a medicinal product
- evaluate eating habits and fitness levels

COURSE CONTENT

- **Topics:** Mau bertamasya di Yogyakarta? Would you like to go on a sightseeing visit of Yogyakarta? The city of Yogyakarta and its varied cultural attractions. Sakitapa. Describing symptoms of illness, alternative treatments, traditional and modern, role of diet and exercise in maintaining health.
- **Grammar:** Object focus/passive voice in first and second person, me verbs, me-kan verbs, pe-an nouns, reciprocal me – verbs, instructional language (active voice), varied linguistic uses of sakit, expressions of regret and hope.
- **Culture:** Safeguarding health in the tropics, dealing with illness, maintaining health and fitness.

ASSESSMENT

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

STUDENT OUTCOMES**Semester 1:**

- talk about the weather
- use the 24 hour clock
- describe daily routine
- request, locate and purchase grocery items
- talk about favorite leisure activities
- talk about past events
- seek information about public transport
- plan a trip
- make an appointment to do something
- make comparisons
- ask for 'some' things

COURSE CONTENT

- **Topics:** Ecology, environment, eco-tourism, weather, grocery shopping, cooking and food, tourism, travel, public transport, train travel, sightseeing in Rome.
- **Grammar:** Reflexive verbs, irregular verbs 'dire' and 'volere', prepositions, partitive article, direct object pronouns, 'ed' and 'ad', perfect tense, irregular past participles, impersonal 'si', forms of 'to know', modal verbs, the comparative, negative expressions, pronouns 'ci' and 'ne', '-ista' nouns.
- **Culture:** Italy as a tourist destination.

STUDENT OUTCOMES**Semester 2:**

- talk about work experience
- talk about work you would like to do in the future
- describe clothing and purchasing clothing
- conduct a phone conversation
- plan an outing
- order at a restaurant
- describe what you used to do
- give instructions
- make purchases at the chemist's
- withdraw money from the bank
- book accommodation

COURSE CONTENT

- **Topics:** Fashion, clothing, colors, work experience, occupations, using the telephone, at a restaurant, Venice, parts of the body, at the doctor's, at the pharmacy, booking a hotel room, Florence, the Renaissance, the Risorgimento.
- **Grammar:** Reflexive verbs – with modals, perfect tense - direct object pronouns, irregular verbs 'uscire, dare, piacere', indirect object pronouns, object pronouns with perfect tense, the imperfect tense, use of past tenses, the imperative, irregular nouns, the future tense.
- **Culture:** A region of Italy.

ASSESSMENT

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

RATIONALE

The music craft course will run for one semester and is designed to be a preparatory course for the ensemble and creative aspects of the VCE Music course. The course will develop the student's creative composition skills, improvisatory ability and ensemble performance skills. The study of theory and analysis will develop their music language skills so that they can acquire a greater means of musical expression. It is strongly recommended that students who elect to take this subject will be currently studying a musical instrument (or voice) that they will focus on specifically in this unit of study.

STUDENT OUTCOMES

- study compositional method used in traditional and contemporary styles
- listen to and analyze music examples in order to develop compositional technique
- create music compositions in a variety of styles
- perform their music in instrumental ensembles as well as using computer technology in order for class members to enjoy and constructively criticize
- write music for class members to play on their instruments
- record their music on compact disk

COURSE CONTENT

- Study of form in music; binary, ternary, rondo, theme and variations.
- Key relationships, melodic and rhythmic development, polyphonic and homophonic writing, cadences and other essential music theory.
- Students will be involved creating music compositions using the techniques studied in the form and analysis part of the course.
- Compositions will be created and performed at the computer/synthesizer workstations using Logic Pro and Sibelius music software applications.
- Compositions will also be created for and performed on the instruments played by students.

ASSESSMENT

Examination

Music Composition and Arrangement

Aural Development

Music Language Skills

RATIONALE

The Year 10 Music Solo Performance course is intended to be primarily a preparation for students wishing to take the VCE Music Solo Performance course in Year 11, and students will explore a number of avenues of musical expression through listening, aural and historical studies as well as both group and solo performance. A major focus of the course will be on the development of aural and analytical skills, which are a significant part of the VCE Music Solo performance course.

The performance and composition of music is a key area of personal expression, and as such, the student's solo and ensemble performance skills will be encouraged as a means of developing confidence in presentation and authenticity in performance.

The understanding of the evolution of musical style is crucial for the advancement of performance and thus students will be presented with a study of important musical genres relating most specifically to the major compositional styles of the 20th century.

STUDENT OUTCOMES

- solo performance of music for peers to enjoy and constructively criticize
- listen to and analyse music in a variety of styles and forms
- develop a range of aural analysis skills
- develop a greater understanding of a range of music and notable composers of the Romantic and Modern periods through music analysis and research work
- record their performances on compact disk

COURSE CONTENT

This course incorporates a number of areas of study designed to broaden the student's understanding and appreciation of a wide range of musical styles. Students will be required to focus on an instrument (or voice) that they must be studying on an ongoing basis.

- Solo and group rehearsal and performance.
- Advanced music theory studies.
- Music appreciation, history and analysis skills.
- Aural comprehension skills involving melodic, rhythmic and harmonic exercises.
- Score reading and analysis work linked to music appreciation and history.

ASSESSMENT

Examination

Solo and Group Participation and Performance

Aural Exercises and Tests

Assignments

RATIONALE

This subject provides the opportunity for students to develop a better understanding of theoretical aspects of sport and fitness through a practical application. It provides an opportunity for students to have better self-awareness of physical fitness and health.

STUDENT OUTCOMES

- develop an interest and enjoyment in sport and physical activity
- understanding of the human body, particularly the muscular-skeletal system
- understanding of the benefits of regular exercise with regard to Health and Fitness
- give each student the opportunity to analyse fundamental motor skills
- educate students in the prevention of sports injuries
- appreciate how eating and drinking habits can affect sports performance
- work together co-operatively in group situations

COURSE CONTENT

- **Body Systems:** Including Skeletal, Muscular, Circulatory and Respiratory Systems.
- **Fitness:** Including Components, Health, and Training.
- **Drugs and Sport:** Performance enhancing drugs and their effects.
- **Sports Injuries:** Injury types, causes and treatments.
- **Sports Nutrition:** Fuel sources and diet, effects of being over/under weight.

ASSESSMENT

Examination
Written Assessments
Assignments
Project work

RATIONALE

The course is a general introduction to Environmental Science; the study of natural ecosystems and the impact of human activity on these ecosystems. It has a strong emphasis on practical work. The course provides a solid foundation for further study in Environmental Science, as well as providing a general understanding of the function of ecosystems for those students who will not pursue further studies in this area.

STUDENT OUTCOMES

- develop an awareness of current human impacts on various aspects of ecosystems
- examine ways to minimize these impacts
- develop an understanding of the principles of environmental management and sustainable development
- develop practical skills in monitoring the environment
- participate in programs to manage the environment

COURSE CONTENT

- Atmospheric ozone.
- Global warming and the enhanced greenhouse effect.
- Other factors affecting climate
- Noise pollution.
- Biodiversity.
- Extinction events in Australia.
- Re-vegetation techniques.
- Health of Waterways.
- Environmental Issues.

ASSESSMENT

Examination
Class Tests
Assignments
Practical Work

RATIONALE

Psychology is the scientific study of mind and human behavior. That is, psychology aims to explain why humans and animals act/ behave the way in which they do. It is a scientific study because it endeavors to prove the theories about behavior by specific research done in the area. Psychology is a science. Psychologists study two critical relationships: one between brain function and behavior, and one between the environment and behavior. As scientists, psychologists carefully observe and analyse, to learn more about the world in which we live.

Psychology is intended to stimulate interest by focusing on 'what psychologists do' within various specialist areas. The course also introduces students to the importance of research, equipping them with skills to question scientifically and undertake their own research.

STUDENT OUTCOMES

- inquire and investigate scientifically
- apply psychological understandings
- communicate psychological information and understandings

COURSE CONTENT

- **Psychology Past & Present:** This area of study focuses the history of psychology, how to become a psychologist, working as a psychologist, the responsibilities of a psychologist. Importantly this topic explores psychology as a science with students learning the scientific method a variety of research methods such as questionnaires and empirical research activities (ERAs).
- **Mind Matters:** This looks at clinic psychologists and where they work, and how they assess clients. The steps in the diagnosis will be studied, and furthermore students will have the opportunity to research the symptoms and treatments of mental health disorders.
- **Forensic Psychology:** This aspect of the course answers the question, "What is forensic psychology?" Is it really like what we see on TV? Dangerousness, stalkers and stalking, serial killers, legal insanity and criminal profiling will be studied.
- **Happiness (Positive Psychology):** This study looks at one of the newest and fastest growing areas in psychology - positive psychology. What is it that makes us happy? Can we make ourselves happier than we already are? Does money and material wealth really guarantee us well-being and happiness?
- **Relationships:** The course will briefly consider how people interact – what they do and what they say. Students will also have the opportunity to investigate some of the factors behind how to communicate effectively and how to interact positively with others.
- **Optional Studies:** If there is sufficient time, students will have the opportunity to study another aspect of the course including **sleep** and dreams, **the brain**, and performance of **sport** psychology.

ASSESSMENT

Examination
Empirical Research Activities
Investigative Exercises
Assignments
Tests
Annotated Poster

APPENDIX 1: YEAR 10 PLANNING GRIDS

Subject	Semester One	Semester Two
1. Core	English	English
2. Core	Mathematics	Mathematics
3. Core	Science	Science
4. Core	CE/HE/PE	CE/HE/PE
5. Elective 1		
6. Elective 2		
7. Elective 3		

VCE PLANNING GRID

YEAR 11

Subject	Semester One	Semester Two
1	English Unit 1	English Unit 2
2		
3		
4		
5		
6		
7		

YEAR 12

Subject	Semester One	Semester Two
1	English Unit 3	English Unit 4
2		
3		
4		
5		
6		

Possible Career and Course Interests:

1 _____

2 _____

3 _____

APPENDIX 2: COURSE AND CAREER PATHWAYS

POSSIBLE CAREERS	RELATED YEAR 11 SUBJECTS	RELATED YEAR 12 SUBJECTS
ENGINEERING TECHNICAL SCIENCES (includes Computer Science, Geomatics/Surveying, Industrial/Applied Chemistry)	GENERAL MATHS MATHS METHODS PHYSICS CHEMISTRY NB General Maths and Maths Methods are important subjects for many Computing/ Information Systems Courses. Geography and IT can also be useful	MATHS METHODS PHYSICS and/or CHEMISTRY SPECIALIST MATHS
MEDICAL AND BIOLOGICAL SCIENCES (includes Vet Science, Pharmacy, Physiotherapy, Agriculture, Environmental Science)	GENERAL MATHS and MATHS METHODS or just MATHS METHODS BIOL, CHEM and/or PHYSICS	MATHS METHODS CHEMISTRY BIOLOGY and/or PHYSICS
BUSINESS (Marketing, Accounting, Management, Real Estate, Finance, Stock broking, Information Systems) LAW	GENERAL MATHS and/or MATHS METHODS One or more of – ECONOMICS, ACCOUNTING, LEGAL STUDIES is useful.	MATHS METHODS will keep all Business options available FURTHER MATHEMATICS will keep many Business options available. One or more of ECONOMICS, ACCOUNTING, LEGAL STUDIES is useful.
GRAPHIC ART DESIGN ARCHITECTURE FINE ARTS MEDIA	ART STUDIO ARTS DESIGN and TECHNOLOGY VISUAL COMMUNICATION MEDIA Note: Maths Methods and Physics are useful subjects for Architecture Art and/or Studio Arts and/or Des Tech and/or Visual Design are essential for Design courses MUSIC PERFORMANCE Group or Solo is essential for entry to any Music course. DRAMA is important for entry to Drama/Performance courses	ART STUDIO ARTS DESIGN and TECHNOLOGY VISUAL COMMUNICATION MEDIA MATHS METHODS for Architecture (University of Melbourne only) MUSIC – as per Year 11 DRAMA – as per Year 11
PSYCHOLOGY COUNSELLING COMMUNITY WORK TEACHING LAW HUMAN MOVEMENT / RECREATION	No specific subjects – some Mathematics is useful for Psychology studies. Teaching – important subjects depend on which field i.e. Sciences, Business, Physical Education etc.	As per Year 11
JOURNALISM PUBLIC RELATIONS INTERNATIONAL RELATIONS LAW	GEOGRAPHY ENGLISH/ ENGLISH LANG ENGLISH LITERATURE POLITICS INTERNATIONAL STUDIES HISTORY PSYCHOLOGY	As per Year 11

NOTES: