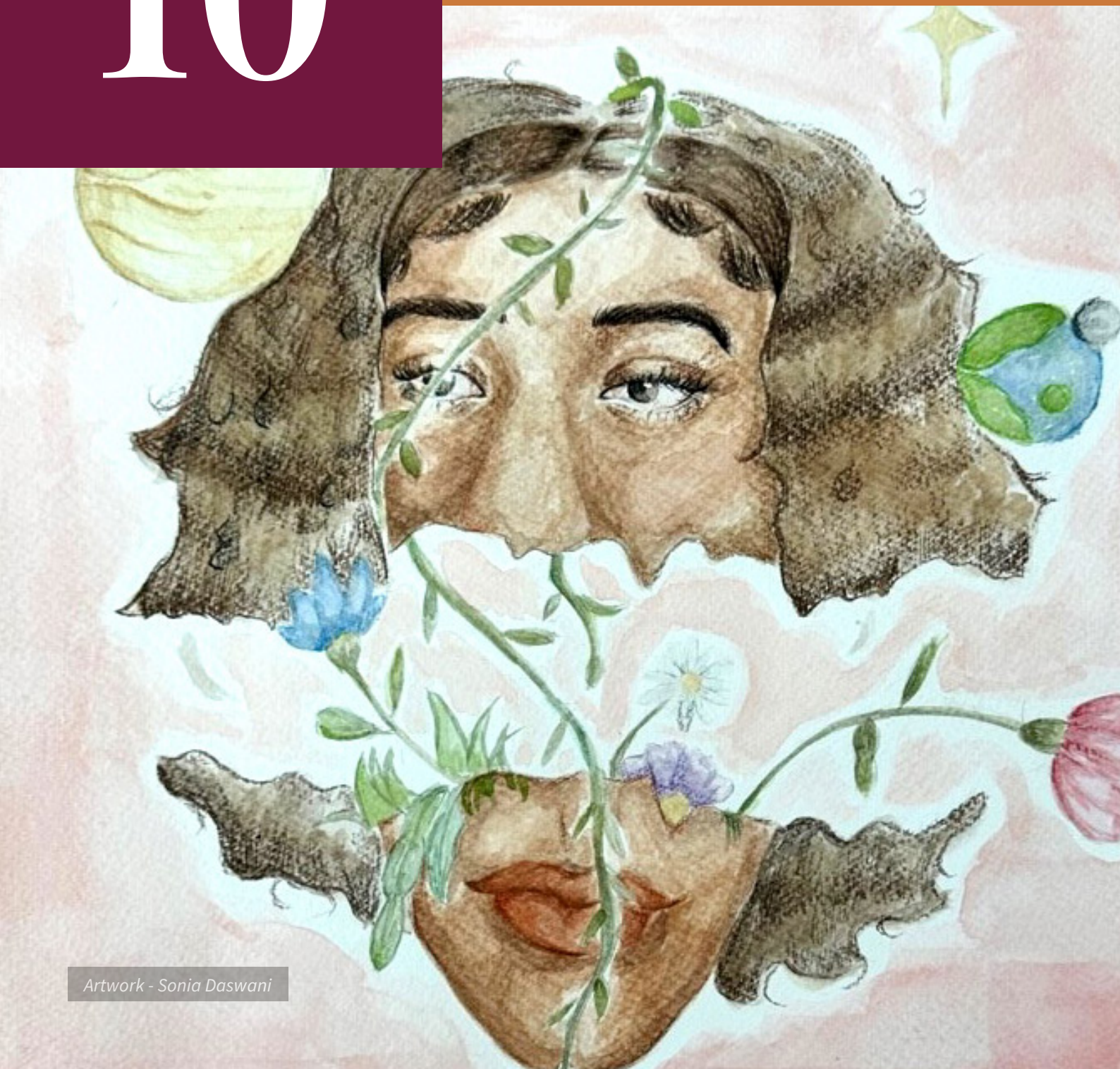
10

KEW HIGH SCHOOL

STUDENT CURRICULUM HANDBOOK 2024



Artwork - Sonia Daswani

PRINCIPAL'S MESSAGE

Kew High School is a high-performing government school that provides an exceptionally rich learning environment for all students. The quality of the learning experience is evident in the school's VCE results and in the high proportion of students successfully complete their VCE and achieve their first preferences in post-secondary courses.

Kew High School offers an extremely broad range of subjects, in the senior school years. These offerings cater for varied aptitudes and interests as well as allowing students to prepare for a wide range of career interests.

The Kew High School Pillars values of Accountability, Social Equity, Participation, Integrity, Respect and Excellence are reflected in the range of curricular and co-curricular offerings. Our students are offered the choice to challenge themselves to be enquiring learners, leaders, decision makers and responsible global citizens.

To assist students in being the best learners they can be, a comprehensive course selection and counselling program has been implemented. It is our aim that every student enrols in an academic program which best suits their interests, aptitude and future career prospects.

A key component of each student's academic success is parental involvement. We ask that every parent/carer reads this handbook together with the student. With a shared understanding of the knowledge, skills and requirements of Year 10 and VCE students, teachers and parents/carers will be empowered to have meaningful conversations about the learning goals that have been set and reached, the responses to feedback, and the engagement in practice and assessment that has occurred throughout the learning process.

Josie Millard

Principal

Aspire. Striv

Contents

SUBJECT OUTLINES

e. Achieve.

INTRODUCTION TO YEAR 10

As students move through the middle years of secondary school, their studies will begin the transition from the broad and compulsory curriculum of Years 7, 8 and 9 to a more specialised curriculum. Students select subjects which match their specific needs and interests.

The Year 10 curriculum is designed to:

- Give Year 10 students greater access to a wider range of VCE subjects.
- Reinforce the intention that Year 10 is a preparation year for VCE and should be used by students to develop and enhance their study habits.
- Use assessment and attendance policies and processes that complement VCE.
- Provide students with a broad, flexible and engaging curriculum which gives them an opportunity for choice in the development of their courses of study.

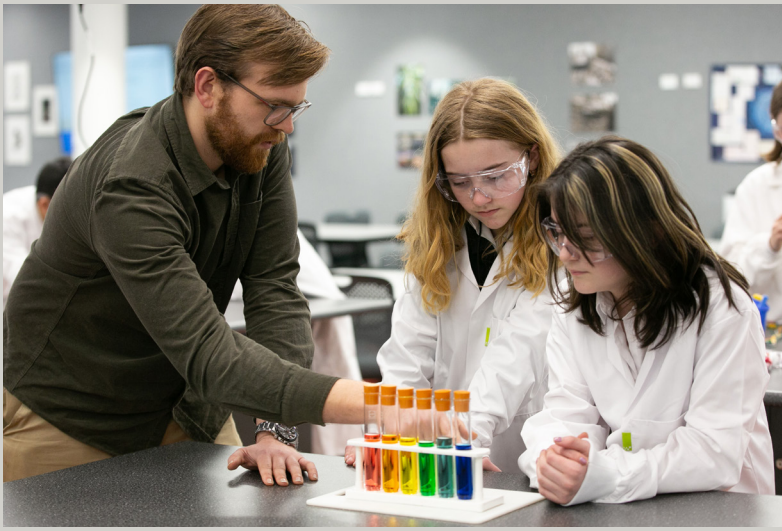
High expectations, good work habits and respect for others remain the keys to success in the middle and senior years.

Kew High School's Year 10 curriculum offers students a series units from each of the following Learning Areas:

- English
- Mathematics
- Science
- Humanities
- Health and P.E.
- The Arts
- Languages
- Technology

When choosing a course to study, students must comply with the following guidelines:

- Students must study two semesters of both English and Mathematics.
- Students must study at least one semester unit from each of the following learning areas: Science, Humanities, Health and P.E. and The Arts.
- Subject to academic requirements, students may be given approval to choose 1 VCE or VET study at Year 10.
- In order to study an accelerated subject, students are required to go through an application process.
- Timetable constraints may impact on some student's subject selections.



Curriculum requirements

This handbook contains information which will help students make the most of their educational opportunities in their senior years of secondary schooling.

The Year 10 Curriculum also offers students the following opportunities:

- Extension and Enrichment Programs.
- Personal and Cultural Development such as Music, Sport, Outdoor Education, Drama and Music Productions.

Learning Areas offer a selection of units from which students may choose to study.

THE ARTS

Choose at least 1 unit of study. Year 10 students wishing to study VCE Music or Theatre Studies are highly recommended to complete at least one unit in that subject at Year 10.

Year 10 students wishing to study VCE Art - Create Practice, Art - Making and Exhibiting, Media or Visual Communication and Design are highly recommended to complete at least one unit in that subject at Year 10.

- 3D Art - Creative Practice
- 2D Art - Creative Practice
- Theatre Performance and Design
- Media Studies – Film and Photography
- Music Group
- Music Solo
- Visual Communication and Design

ENGLISH

Year 10 students must study two semesters of English or EAL (if they qualify for this). Students can also choose an additional English elective study from the list below:

Semester 1

Students must choose from the following options:

- English
- English Language
- Literature

Semester 2

- English (all students)

HEALTH & P.E.

Students planning to study VCE Physical Education should undertake either Physical Education - Competitive or Physical Education - Recreational. Students wanting to study VCE Health and Human Development are encouraged to undertake Health.

Year 10 students must study at least one semester of Health/Physical Education from the following:

- Physical Education - Competitive
- Sports Science
- Physical Education - Recreational
- Home Economics
- Health

Students can choose more than one Health and PE elective. Students can study PE - Competitive or PE - Recreational, and then another elective

HUMANITIES

Students are required to study one semester of Humanities.

This can be selected from the following:

- History
- Commerce
- Geography
- Philosophy
- Politics

Students can choose more than one Humanities elective.

LANGUAGES

Year 10 students wishing to study a Language in VCE must undertake the study for two semesters. Languages include:

- French
- Japanese

MATHEMATICS

All Year 10 students must study two semesters of Year 10 Mathematics.

Semester 1

- 10 Mathematics (all students)

Semester 2 - Students must choose from the following options:

- 10 Mathematics
- 10A Mathematics

SCIENCE

Students are required to study a minimum of one semester of Science and can choose from the following options:

- Environment, Earth and Space
- Forensic Science
- Science* (full year)
- Chemical and Physical Science

**Science is a two semester unit and is the recommended choice for students with a general interest in Science and a prerequisite for students wishing to study Chemistry and/or Physics in VCE.*

Only students accelerating in Science (ie undertaking Year 11 Biology) and students joining the program in semester 2 may select Chemical and Physical Science. This is a condensed unit which satisfies the prerequisite for studying VCE Chemistry and/or Physics.

TECHNOLOGY

- Engineering
- Digital Technologies

YEAR 10 STUDENTS COMPLETE 12 UNITS OF STUDY OVER THE YEAR

Compulsory for all students – two (2) units for each subjects – total of four (4) units		
Learning Area	**Semester 1**	**Semester 2**
English	Choose 1 of English, or Literature, or English Language or EAL (if eligible)	Core English or EAL (if eligible)
Maths	Core Maths	Maths 10 – pathway to General Maths Maths 10A – pathway to Mathematical Methods
Students must include units from the following learning areas in their elective choices – total of four (4) units		
Science – one (1) unit		
Humanities - one (1) unit		
Health and Physical Education (HAPE) - one (1) unit		
The Arts - one (1) unit		
Additional Electives – the rest of the student program can be made up of any of the following:		
VCE or VET subjects (full year subjects therefore account for two (2) units		
Languages (full year subjects therefore account for two (2) units		
Health and Physical Education (HAPE)		
English		
Humanities		
Science		
Technology		
The Arts		

Accountability
Social equity
Participation
Integrity
Respect
Excellence

> "Our students are offered the choice to challenge themselves to be enquiring learners, leaders, decision makers and responsible global citizens."

Looking ahead to VCE Studies

When selecting studies at Year 10 students need to be mindful of their intentions for VCE studies in future years. Students should investigate and be aware of any pre-requisites which may be required for the study of their desired units.

MATHEMATICS

Requirements for students to undertake studies in Mathematics at VCE recommendations for year 10 to 11.

General Mathematics: Units 1 & 2

- Only students who have satisfactorily completed Year 10 Mathematics will be approved to study General Mathematics.

Mathematical Methods Units 1 & 2

Only students who have:

- Successfully completed Year 10 Mathematics, and
- Progressed to Level 10 in the Number and Algebra Strand by the end of Year 10.

Specialist Mathematics: Units 1 & 2

As for Mathematical Methods.

*(This subject **must** be taken in conjunction with Mathematical Methods.)*

SCIENCE

Requirements for students to undertake studies in Chemistry and/or Physics at VCE - recommendations for Year 10 to 11.

Chemistry &/or Physics Units 1 & 2

Only students who have:

- Satisfactorily completed Year 10 Science or Chemical and Physical Science.

Before considering Chemistry and/or Physics, students should be aware that sound algebra skills are required.

PATHWAYS & VCE SUBJECTS

THE YEAR 10 PATHWAYS PROGRAM

All Year 10 students will take part in the Year 10 Pathways Program. The Pathways Program runs for one period per fortnight and is designed to assist our young people to develop the skills and understandings that will enable them to make informed and realistic choices about their future pathways.

The Pathways program will help students plan and prepare for their transition to their next place of learning or work. The program helps them make decisions that are right for them. In making their decisions, they are supported and encouraged to consider what they know about themselves, what they might want to do in the future and what they need to do to get there.

Please consult the detailed information on this course provided later in this handbook.

VCE UNITS OFFERED AT YEAR 10

The following Unit 1 & 2 subjects will be offered as part of our Year 10 curriculum program to those students who meet the academic requirements:

- Accounting
- Applied Computing
- Art - Creative Practice
- Art - Making and Exhibiting
- Biology
- Business Management
- Economics
- Food Studies
- Geography
- History
- Health and Human Development
- Legal Studies
- Media Studies
- Physical Education
- Psychology
- Theatre Studies
- VET Sport and Recreation
- VET Units from the VET Inner Melbourne Cluster (if available)

Undertaking a VCE subject in Year 10 provides a challenge and a useful introduction to VCE for some students. Students may then choose to follow the Unit 1 & 2 sequence into Year 11 by undertaking a Unit 3 & 4 study.

Undertaking a VCE subject is quite demanding and requires a high level of commitment, skill development and maturity.

Approval for this is not automatic and is subject to the selection criteria below.

Entry into an accelerated program will only be permitted under the following circumstances:

- Attendance in classes of 90% or above
- Evidence of a positive and productive approach to learning through the Learning Behaviours Reports
- Average performances for assessment tasks in every Year 9 subject studied should be at ‘at the expected level’ or above
- Average performances for assessment tasks in any subject for which they are applying should be ‘above the expected level’ or ‘well above the expected level’
- Year 9 NAPLAN results indicate above expected level of performance in Reading, Writing and Numeracy

Approvals for accelerated VCE subjects as extension are approved at the time of course counselling and are based on the above guidelines, using the Semester 1 reports as the main reference.

VCE Acceleration is not offered in the following subjects; English, Literature, English Language, EAL, Chemistry, Physics, Specialist Mathematics, Mathematical Methods and Music.

All Year 10 students who access the early entry VCE program will be expected to complete the VCE Headstart Program.

Mathematics Enrichment Pathway

Selected students will be invited to participate in the Mathematics Enrichment Pathway. The selection process will occur in Term 3 of Year 9.

Students in the Mathematics Enrichment Pathway will not undertake the accelerated VCE in Year 10. Instead, these students will prepare for a delayed acceleration by participating in the Year 10 Kew Mathematics Enrichment program and by studying the Year 10A Mathematics option in Semester 2. They will then be invited to undertake the study of Unit 3 and 4 General Mathematics when they are in Year 11, together with Unit 1 and 2 Mathematical Methods. They may also choose to study Unit 1 and 2 Specialist Mathematics in Year 11. The following year, students in the Mathematics Enrichment Pathway will undertake the study of Unit 3 and 4 Mathematical Methods. Students who have completed Unit 1 and 2 Specialist Mathematics may also choose to study Unit 3 and 4 Specialist Mathematics.

Vocational Education and Training - Year 10

VET – Sport and Recreation is offered in a unique format at Kew High School. Unit 1 and 2 VET Sport and Recreation is undertaken only by Year 10 students; Unit 3 and 4 VET – Sport and Recreation is undertaken only by Year 11 students.

The requirements for the study of this subject do not reflect an overall subject performance but instead require a demonstrated interest in the area. Students wishing to undertake the study of Unit 1 and 2 VET – Sport and Recreation are required to have completed Year 9 Outdoor Education and must have the support of their Year 9 Outdoor Education teacher.

Students wishing to undertake the study of VET – Sport and Recreation must have evidence of a positive and productive approach to their learning through their Learning Behaviours report.

CONDITIONS OF OFFER

The offer of a place in a VCE class to students who have qualified according to the above requirements, is dependent on there being space in that class after all Year 11 students have been placed.

Year 11 students will always have priority for places in Unit 1 and 2 subjects ahead of Year 10 students. The offer of a place in a VCE class to students who have qualified according to the above requirements, is dependent on there being space in that class after all Year 11 students have been placed.

Overview of policy & procedures at Year 10

ATTENDANCE AND PUNCTUALITY

Full attendance is expected and is crucial for satisfactory student progress. The school keeps careful records on Compass and we ask that parents/carers enter absences on the Compass Parent Portal if they know their student will be absent. An email or phone call to the attendance officer on the day of the absence is also suitable.

An SMS will be automatically sent to parents/carers for students with unexplained absences on a daily basis. In addition, an email outlining any unexplained absences or late arrivals will be sent home periodically. Parents/carers can also check their child's attendance at school by logging onto Compass. This enables parents/carers to access their child's daily attendance records.

Students are expected to have allowed time to arrive at school, visit their locker and collect all the materials needed before period 1 and 2 classes.

If students need to leave school early, parents/carers may email or send a note via their child to the Year Level Coordinator or log the absence on the Compass Parent Portal. An Early Leaver's Pass will then be issued. Students must report to the General Office immediately before departure from school.

If absence results from a school approved activity, the relevant teacher will enter this on Compass so this is evident to a class teacher when marking the roll.

ATTENDANCE FOR VCE CLASSES AND SCHOOL ASSESSED COURSEWORK (SACS)

Students are expected to attend and be punctual for all classes.

In order to successfully complete VCE subjects, students must attend school regularly. Students who do not meet the attendance requirements of the VCE may receive a 'Not Satisfactory' result for the unit. For further information on attendance guidelines at VCE please see the VCE Curriculum Handbook.

All absences must be explained, through provision of a note or email from parents/carers.

Students must attend SACs when scheduled. If ill and unable to attend school students should see the Year Level Co-ordinators prior to commencing the SAC.

Kew High School strictly enforces the attendance policy to ensure classes are not adversely disrupted

** Absences do not include school approved activities such as camps, excursions, or sports days.*

SUB SCHOOL AND YEAR LEVEL ORGANISATION

The Middle School Leader is responsible for overseeing student learning, management, and welfare at Year 10. This role also involves a contribution to policy development and the review, documentation, and revision of sub school procedures. Two Year Level Co-ordinators are responsible for day to day dealings with students, parents/carers and teachers and work to achieve the aims of the sub-school.

HOMEWORK

It is essential that a regular home study routine be established. Homework includes work formally set by class teachers, but it is also expected that students will take some responsibility for review and revision of class work, preparation for tests and wider reading. The amount of time a student needs to spend on homework varies.

Students should use the Calendar feature in Compass or Outlook for organisation purposes and all homework and deadlines for work should appear as a Learning Task on Compass. Parents/carers are asked to encourage and support consistent homework and to review student's upcoming and outstanding work on a regular basis. This can be done by visiting the 'Learning Tasks' section on Compass.

SUBMISSION OF WORK

Students are encouraged to develop sound organisational skills and to be efficient and reliable in their approach to studies. Students should take responsibility for ensuring that work is submitted by the due date. If this is not possible for some reason, an extension must be negotiated with the classroom teacher before the due date. An extension may be granted for up to one week where the teacher considers this to be reasonable. If no extension is sought, work that is submitted up to one week late will still be accepted however the work will not be given a detailed grading. A satisfactory pass may still be obtained. Students who submit work more than one week late will not receive any form of feedback but will be given a 'Not Assessed' grade. Students who fail to submit a CAT or SAC for assessment will be deemed to have not met the outcome for that unit.

ASSESSMENT AND REPORTING

Students will receive continuous feedback on their academic progress via the Compass portal. The school will publish one report per semester, which will be a summary of the information available through Compass. This will be made available to students and parents at the end of the semester. Students will also receive a Learning Behaviour Report approximately twice a term.

Common Assessment Tasks (CATs) will be used to assess student's levels of learning in Year 10. A range of learning activities, which test a variety of skills and knowledge will also be accessible through Compass. In addition, Year 10 students will also complete exams to prepare for assessments used in VCE.

YEAR 10 EXAMS

Exams at Year 10 level are run in both June and November. The end of semester exam results are included in the Year 10 end of semester report.

PROMOTION POLICY

Students at Year 10 automatically proceed to Year 11 provided they have demonstrated the following:

- Satisfactory standards of achievement indicated by passes in at least 10 units over the full year including one semester of English
- A willingness to learn and a respect for other students' right to learn
- Satisfactory attendance
- Adherence to the school code of behaviour

Student wellbeing

Student wellbeing is integral to student learning. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. We have a dedicated wellbeing team to cater for the needs of students including; a Student Wellbeing Coordinator, Chaplain, Psychologist and Psychotherapist and a Specialist - Mental Health Care worker. We deal with a range of issues including mental health issues, family issues, learning difficulties, social difficulties and conflict. Students may be referred for support by teachers, parents/carers, other students or they may self-refer. Parent/carer consent is required for students to access support from the school psychologist and the Adolescent Mental Health Care worker.

Students often self-refer, or approach wellbeing with the support of a friend, though teachers and parents/carers are also encouraged to refer students to the wellbeing team for a wellbeing conversation.

If you have any wellbeing concerns for your young person, parents/carers are encouraged to contact either:

Andrew Thickins *Wellbeing Leader*
andrew.thickins@kew.vic.edu.au

Rosemary Carter *School Chaplin*
Rosemary.Carter@kew.vic.edu.au

Anna Moriarty *Mental Health Care Practitioner*
Anna.Moriarty@kew.vic.edu.au

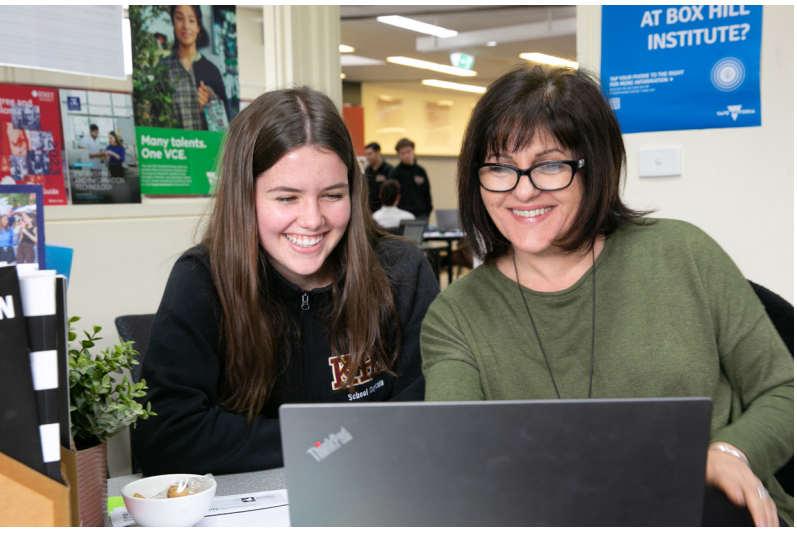
CONNECT

The Connect program has been implemented to build community, promote connectedness and enhance student learning and wellbeing. It creates the opportunity for one staff member to become a significant adult figure in the life of each student who can provide care and support on a personal level. Research shows that a positive relationship with an adult figure outside the immediate family acts as a protective factor in a young person's life. Students participate in a weekly session with the same staff member who mentors them through their time at the school. Connect sessions provide a student with a smaller group of peers with whom they can interact to develop meaningful, supportive relationships. Building strong, positive relationships is central to the health and wellbeing of all individuals in a community and the Connect program provides a forum for this to occur. The Connect program material has been designed to support student learning in Values Education, Careers Competencies and the Personal Learning and Interpersonal Development domains of the Victorian Curriculum.

CAREERS COUNSELLING AT YEAR 10

During the year, all Year 10 students will have at least one appointment with the Managed Individual Pathways Coordinator attached to the school. The aim of this program is that each student will have a Career Pathways Plan, which will carry them through the rest of their time at school with the focus being on their future employment opportunities. The student's Pathways Plan is reviewed when necessary and the student is welcome to ask for a further appointment when required.

Early in Semester 2, following work experience, all Year 10 students will have a one on one interview with a member of staff to discuss their pathways and subject choices for VCE. Students may also follow this up with individual counselling with the Careers Leader. This process provides considerable benefits in assisting students to select subjects for their VCE program and due care is given to selecting the necessary subjects that accord with particular tertiary requirements.



> Kew High School has an extensive acceleration, enrichment and extension program at all levels to enable students to reach their full potential.

Overview of Program & Services

Kew High School has an extensive acceleration, enrichment and extension program at all levels to enable students to reach their full potential.

ACCELERATION

Acceleration is possible in a number of subject areas at VCE; students may proceed with some Unit 1 and 2 studies while in Year 10 and Unit 3 and 4 subjects during their Year 11 year.

Students who show exceptional potential have the opportunity in Year 12 to study a first year University subject outside school time at one of the Enhancement Cluster study centres. Any student interested in one of these programs should investigate the websites of the following universities: Melbourne University, Monash University, La Trobe University and Swinburne University.

ENRICHMENT

Kew High School offers a wide range of opportunities for students to extend their learning in many different areas. For some of these programs, students are asked to express interest in being involved, and for others, groups are formed on teacher recommendation. Students should ensure they regularly read the various school publications and electronic noticeboards for notification of details of the following programs:

DEBATING

Students can choose to take part in Debating and represent Kew High School in the Interschool Debating Competition, organised by the Debating Association of Victoria.

PUBLIC SPEAKING - LEGACY AND PLAIN ENGLISH SPEAKING AWARD

Students can elect to participate in these national subject competitions.

SCIENCE/STEM

A number of opportunities exist for students to participate in intensive Science and/or STEM enrichment opportunities for example, the Science Experience Program or the National Youth Science Forum.

ARTS – 3IN6 FILM COMPETITION

An opportunity for students to work in a small group to

design, write, create and produce a film using stimulus and only a day to complete the final product.

LEADERSHIP OPPORTUNITIES

Other one-off opportunities come up throughout the year in which students will be welcome to participate.

These will be posted on electronic noticeboards and students will be notified in the daily news feed. The Leader of Student Learning and Pedagogy and Learning Area Leaders are able to provide further information on the above programs.

MUSIC

At Year 10, students may become involved in the music program in the following ways:

- Classroom music: choosing to study Group or Solo Music in semester units.
- Instrumental music: learning an instrument in the instrumental music program.
- Out of class rehearsals: students may set up their own bands by using the music facilities at lunchtime/after school. Students may use their bands to complement work studied in music classes.

Students in the music program are expected to participate in a variety of performances within school such as end of term performance week, as well as outside in the community (for example the Kew Festival).

Students are encouraged to work with each other in preparing programs for the many concerts and events, which occur during the school year. Many of our students also perform in bands (classical, jazz and rock) outside school time, and get a lot out of the experiences that this offers.

Students may continue with their music right through to Year 12 and are adequately prepared to face the world of music at a tertiary level, if they choose to audition for a tertiary music course.

SPORTS

Sport is offered to students at three different levels:

HOUSE SPORT

Maximum participation is encouraged in the whole school activities of Swimming, Cross-Country, and Athletics. House Captains organise sporting competitions throughout the year. These may include Soccer, Basketball, Volleyball, Netball etc.

INTER-SCHOOL SPORT

Through our affiliation with the School Sport Victoria (SSV), students have the opportunity to compete at Division, Region and State Level in the following sports:

Term 1	Swimming, Baseball Cricket, Golf, Softball, Tennis, Volleyball.
Term 2	Athletics, Cross-Country, Badminton, Football, Netball, Soccer.
Term 3	Basketball, Hockey, Table Tennis.

OTHER SCHOOL SPORTS

In addition to the above-mentioned sports, middle school students also have the opportunity to participate in the following sports:

- Volleyball Program - all year
- Snow sports
- School cycling

Other sports as suggested to the Sports Coordinator.

THE LIBRARY

The Library sources and provides print, digital and audio-visual resources for use by students and staff in pursuit of school curriculum and recreational goals. The Library staff, services and resources aim to encourage all members of the school community to be independent lifelong learners in this rapidly changing information world. Students are encouraged to use the Library space for class work and private study, as well as chess and other recreational interests.

HOURS

The Library is open before school, at lunchtime and after school from Monday to Wednesday until 4:30pm. It will be closed early on Fridays and on staff meeting days.

ID CARDS

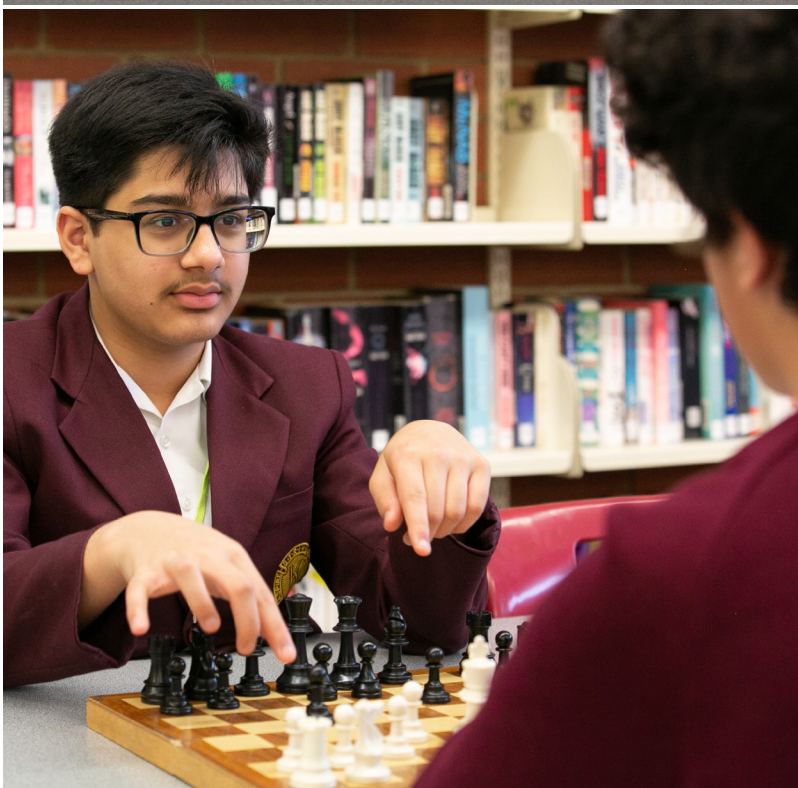
All students are asked to present their ID cards when borrowing resources from the Library. ID cards are also needed for access to the photocopier. Replacement ID cards can be ordered from the General Office. The replacement cards cost $10 and payment is required before the order is sent to Compass.

BORROWING

Students are able to borrow books for two weeks. If needed all loans can be extended. However, it is preferred all audio visual loans by Year 7 and 8 students are returned by the end of the day.

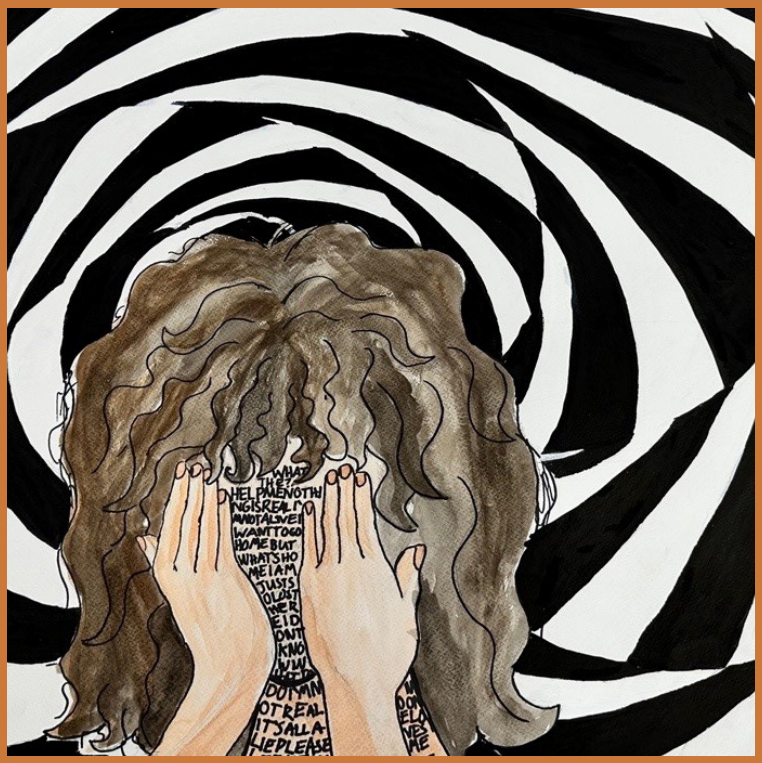
LAPTOP COMPUTERS

Students can borrow a laptop from the Library when required. If a personal laptop is in the ICT office for repairs; if a personal laptop is not charged; and if a student has left their personal laptop at home.



Year 10

Subject Outlines



Artwork - April Piccinin

English

Students MUST undertake at least two semesters of English at Kew High School. The course has been designed to reflect potential student pathways in VCE studies. All students are required to do English 2 in second semester. If you think it is likely that you will be studying standard English in VCE then you should also choose English 1 in first semester. However, if you think you may want to try Literature or English Language in VCE in addition to or in place of English, then you should select one of these electives in first semester. Students who qualify for EAL will undertake this course for the entire year; however, this does not preclude students from studying Literature or English Language as elective if this has been advised by your English teacher. Finally, you may be asked to select an additional English (English Essentials) ON TOP OF, English 1 and 2, by your course counsellors and English teachers. If this is the case, you must select English Essentials in addition to English 1 and English 2.

ENGLISH SEMESTER 1

By the end of the semester, students will acquire a wide range of skills in reading, writing and spoken language in response to a variety of texts and issues informed by the concerns of adult society. This is a unit designed for students intending to complete VCE English in order to develop the skills required for success.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

The Year 10 course continues to focus on developing and extending students' spoken and written language and reading skills. Students produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes.

COMMON ASSESSMENT TASKS

CAT 1 Analytical text response

CAT 2 Context writing – analytical oral presentation

CAT 3 Creative written response

ENGLISH SEMESTER 2 (COMPULSORY FOR ALL STUDENTS)

By the end of the semester, students will acquire a wide range of skills in reading, writing and spoken language in response to a variety of texts and issues informed by the concerns of adult society. They will be prepared to embark upon challenges offered by the study of VCE English by producing the different forms of writing present in the final exam.

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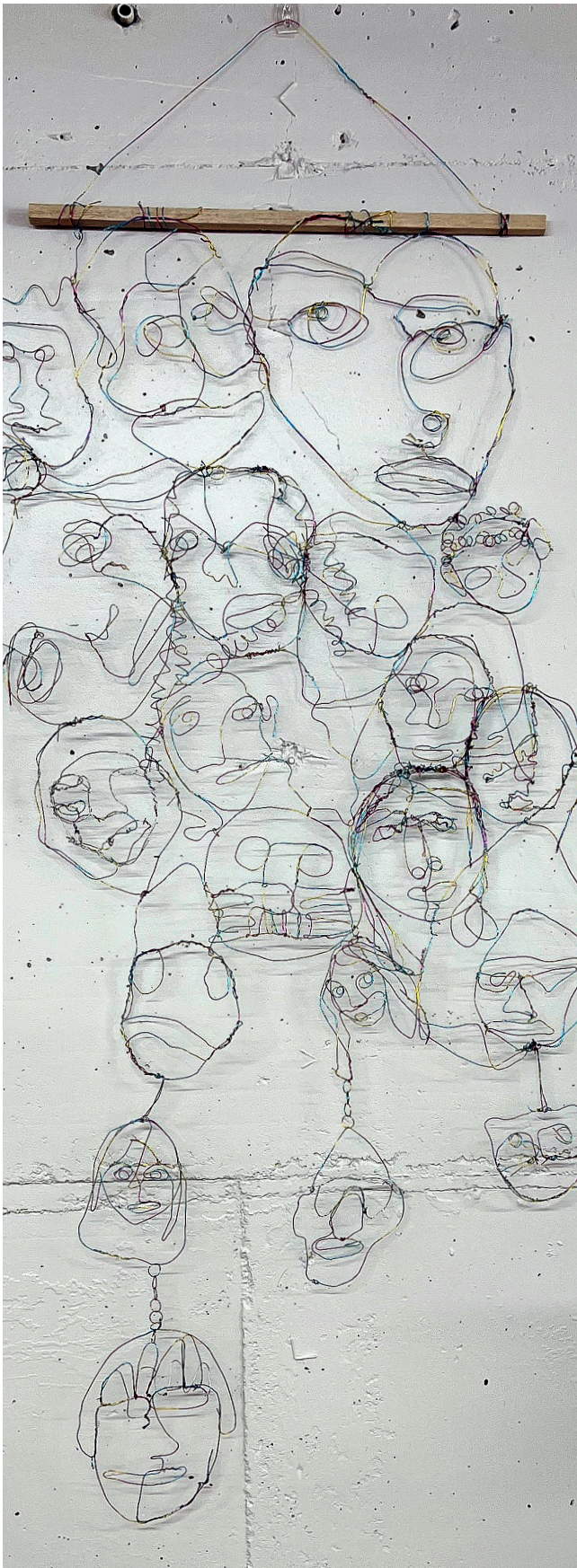
COMMON ASSESSMENT TASKS

CAT 1 Oral presentation

CAT 2 Analytical text essay

CAT 3 Analysing arguments essay on a current issue in the media



Artwork - Year 10 collaboration

English

ENGLISH LANGUAGE - SEMESTER 1

This elective focuses on students responding to a range of texts personally, critically and creatively. The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

VICTORIAN CURRICULUM

Outline of the content descriptors for this subject can be found via **https://victoriancurriculum.vcaa.vic.edu.au/english/english/introduction/structure**

LEARNING FOCUS

In Year 10 the course focus is on developing and extending students' engagement with new metalanguage, describing and analysing the structures, features and functions of spoken and written English language and beginning to reflect critically on attitudes to language in both its historical and contemporary contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian language.

Students will develop an awareness of their own critical, selective and innovative use of language and apply it to their own writing and speaking. They will demonstrate, in the creation of their own texts, effective and competent use of Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests.

COMMON ASSESSMENT TASKS

CAT 1 Subsystems and Neologisms Investigative report

CAT 2 Oral presentation - Language of power

CAT 3 Spoken and Written Advertising - Scaffolded Analytical Commentary

LITERATURE - SEMESTER 1

This elective focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to the range of texts personally, critically and creatively. The elective considers the concept of 'canonicity', translation and the cultural contexts of authorship and readership.

Students will be involved in the close reading and discussions of a variety of selected works over the course of the semester.

This unit is recommended for students intending to undertake VCE Literature.

VICTORIAN CURRICULUM

Outline of the content descriptors for this subject can be found via **https://victoriancurriculum.vcaa.vic.edu.au/english/english/introduction/structure**

LEARNING FOCUS

In Year 10 the course focus is on developing and extending students' engagement with a range of literary genres.

As students make progress with coherence and organisation in writing, the Year 10 course develops analytical, critical and creative skills both in the students' own writing and in their understanding of other texts.

Students explore the relationship between their response as readers and the ways texts represent human experience within different cultural contexts.

Students consider the form and context of the text under consideration and some of the conventions associated with it. They will be challenged to write in the style of a particular author, whilst also creating their own unique literary work. Students also make connections between the characters, settings and events evoked in texts and their own lives.

COMMON ASSESSMENT TASKS

CAT 1 Creative writing piece

CAT 2 Oral presentation

CAT 3 Critical analysis essay

English

ENGLISH AS AN ADDITIONAL LANGUAGE (FULL YEAR SUBJECT)

As a pre-VCE course, Year 10 EAL aims to equip students with the same mature skills of written and oral expression which are expected of their mainstream peers.

In the supportive environment of a small class, they will practise reading and analysis of fiction and film texts which are the same as or similar to those set for mainstream.

They will be expected to participate in public speaking,

engage with current media issues and express well-supported personal views in a range of contexts.

Students will develop their proficiency in language through teacher modelling, completion of grammar exercises and regular workshops based on samples of their own writing.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

In Year 10 the course focus is on developing and extending students' oral language and reading and writing skills. As students make progress with coherence and organisation in writing, the Year 10 course develops analytical and critical skills both in the students' own writing and in their understanding of other texts.

COMMON ASSESSMENT TASKS

CAT 1 Personal response to texts

CAT 2 Text response

CAT 3 Language analysis

CAT 4 Persuasive essay

CAT 5 Oral presentation

CAT 6 Listening task

ESSENTIAL ENGLISH (COMPULSORY FOR SELECTED STUDENTS)

This elective is designed for students who may require a more vocationally orientated approach to English. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English.

The elective integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language.

The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

The learning focus will be to strengthen skills that students have already developed in the core English subject. These skills include spelling and grammar; clear communicative writing; essay writing, issues analysis and effective oral communication.

COMMON ASSESSMENT TASKS

CAT 1 Creative Response Reading and Responding

CAT 2 Podcast on an issue

CAT 3 Text Response

Please note: This is not an EAL subject. Students who qualify for English as a Second Language must choose the EAL elective.

Mathematics

Students must undertake two semesters of Mathematics at Kew High School. The course has been designed to reflect potential student pathways in VCE studies. All students are required to study the core Mathematics in first semester. In second semester, students must choose between 10 and 10A Mathematics.

The second semester core unit of 10 Mathematics covers the three strands of curriculum, taking opportunities where possible to extend students in the skills and understanding required for **General Mathematics.**

The second semester unit, 10A Mathematics, covers the three strands of the curriculum, taking opportunities where possible to extend students in the skills and understanding required for **Mathematical Methods.**

Please note that choice of unit for second semester does not restrict choice of VCE Mathematics subject. The courses have been designed to optimise the transition to VCE Mathematics while ensuring equitable pathways for all students.

YEAR 10 MATHEMATICS (S1)

This course aims to enable students to develop:

- **Confidence in one's personal knowledge of mathematics and ability to apply it.**
- **Specialist knowledge that provides for further study in mathematics.**
- **General numeracy skills for successful functioning in employment and society.**
- **Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems.**
- **Understanding of the role of mathematics in history, life, society and work.**
- **Mathematical reasoning and thinking through problem-solving, investigations and modelling.**
- **Computational skills, including mental, by hand, and technology- assisted.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/scope-and-sequence

LEARNING FOCUS

In Number and Algebra students explore the magnitude and properties of numbers. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations. The students learn to manipulate algebraic expressions, expand binomial products and factorise monic and non-monic quadratic expressions using a variety of methods. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

In Measurement and Geometry students learn to select and use suitable procedures to measure, estimate and calculate various quantities. They investigate the properties of two and three dimensional shapes and use the Pythagorean relationship and trigonometry ratios to solve problems. They build an understanding of the connections between units and calculate derived measures such as area, speed and volume.

In Statistics and Probability students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches.They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Students use technology across all mathematical lessons to assist in the development of mathematical ideas and carry out relevant computations to support analysis.

COMMON ASSESSMENT TASKS

Project: An investigative task that involves the application of mathematical reasoning, the ability to generalise and test the suitability of results, as well as communicating findings in everyday and symbolic language.

Problem-solving and modelling: An open-ended problem-solving task involving the application of mathematical reasoning and thinking to solve unfamiliar, non-routine problems.

YEAR 10 MATHEMATICS (S2)

This course is specifically designed to prepare students for success in General Mathematics Units 1 and 2 and aims to enable students to develop:

- **Confidence in one's personal knowledge of mathematics and ability to apply it.**
- **Specialist knowledge that provides for further study in mathematics.**
- **General numeracy skills for successful functioning in employment and society.**
- **Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems.**
- **Understanding of the role of mathematics in history, life, society and work.**
- **Mathematical reasoning and thinking through problem-solving, investigations and modelling.**
- **Computational skills, including mental, by hand, and technology- assisted.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/scope-and-sequence

LEARNING FOCUS

In Number and Algebra students explore the magnitude and properties of numbers. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations. The students

Mathematics

learn to graph various functions with and without technology and analyse the meaning of these graphs in theoretical and modelling contexts. They investigate the mathematics behind financial topics such as investments and loans, interest, wages and tax. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

In Measurement and Geometry students learn to select and use suitable procedures to measure, estimate and calculate various quantities. They investigate the properties of two and three dimensional shapes and use the Pythagorean relationship and trigonometry ratios to solve problems. They build an understanding of the connections between units and calculate derived measures such as area, speed and volume.

In Statistics and Probability students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches.

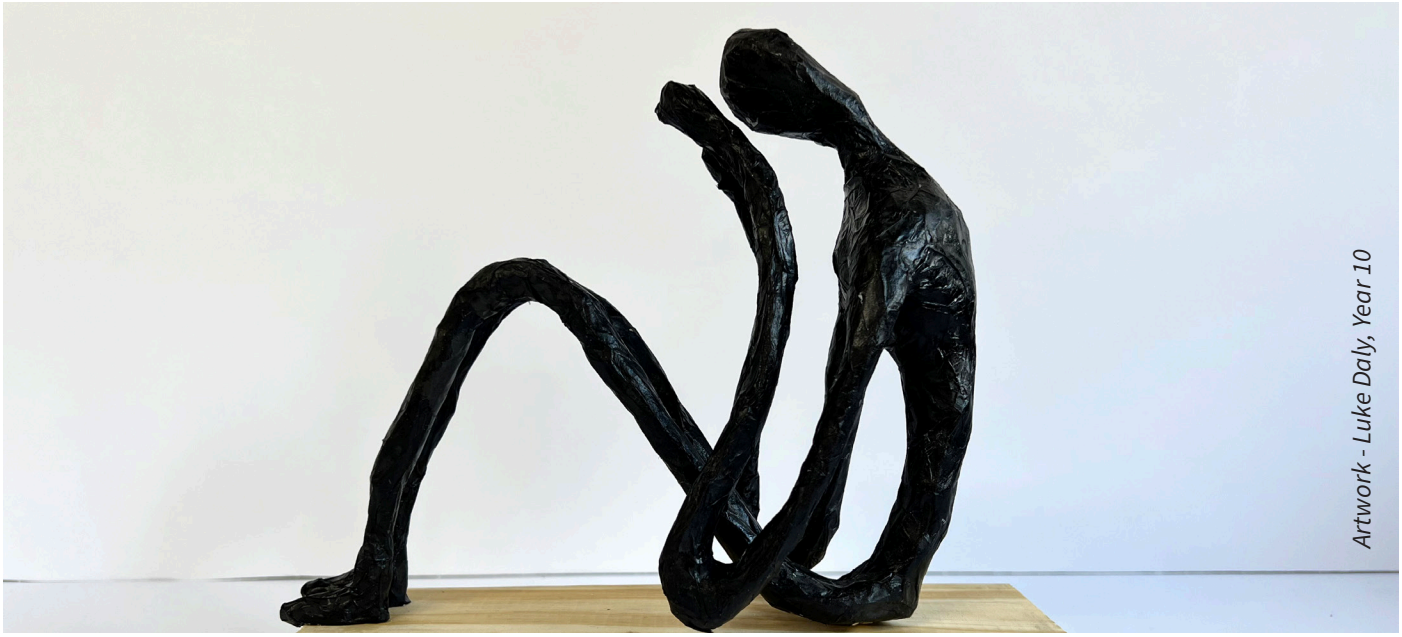
They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Students use technology across all mathematical lessons to assist in the development of mathematical ideas and carry out relevant computations to support analysis.

COMMON ASSESSMENT TASKS

Project: An investigative task that involves the application of mathematical reasoning, the ability to generalise and test the suitability of results, as well as communicating findings in everyday and symbolic language.

Problem solving and modelling: An open-ended problem-solving task involving the application of mathematical reasoning and thinking to solve unfamiliar, non-routine problems.



Artwork - Luke Daly, Year 10

YEAR 10A MATHEMATICS (S2)

This course is specifically designed to prepare students for success in Mathematical Methods Unit 1 and 2 and aims to enable students to develop:

- Confidence in one's personal knowledge of mathematics and ability to apply it.
- Specialist knowledge that provides for further study in mathematics.
- General numeracy skills for successful functioning in employment and society.
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Understanding of the role of mathematics in history, life, society and work.
- Mathematical reasoning and thinking through problem-solving, investigations and modelling.
- Computational skills, including mental, by hand, and technology- assisted.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/scope-and-sequence

LEARNING FOCUS

In Number and Algebra students recognise equivalence and solve equations. The students learn to graph various functions with and without technology, and analyse the meaning of these graphs in theoretical and modelling contexts. They investigate how transformations impact on the graphs and how these can be described. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

In Measurement and Geometry students learn to select and use suitable procedures to measure, estimate and calculate various quantities. They investigate basic trigonometric properties and how these are applied in the Unit Circle. The students extend into proofs and complex rules to calculate lengths and areas. They will begin developing an understanding of exact values and how these can be applied to solve equations.

In Statistics and Probability students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches.

They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Students use technology across all mathematical lessons to assist in the development of mathematical ideas and carry out relevant computations to support analysis.

COMMON ASSESSMENT TASKS

Project: An investigative task that involves the application of mathematical reasoning, the ability to generalise and test the suitability of results, as well as communicating findings in everyday and symbolic language.

Problem solving and modelling: An open-ended problem-solving task involving the application of mathematical reasoning and thinking to solve unfamiliar, non-routine problems.

Science

SCIENCE: PREPARATION FOR VCE SCIENCE

This subject provides students with the required understanding to progress to VCE Biology, Chemistry and/or Physics. The subject aims to provide students with a holistic understanding of all areas of the science curriculum leading to informed citizens regarding science. The first semester will include a unit from biology, chemistry, and physics to help students identify areas of interest before VCE subject selections. The second semester will contain the remaining unit from biology, chemistry and physics, as well as an earth science unit.

The knowledge and skills developed in this subject include:

- **Explore key ideas using both practical work and problem solving.**
- **Emphasise application of concepts to the larger world.**
- **Appreciate the human endeavour underpinning the scientific models used today.**
- **Foster inquiry skills and provide opportunity for students to undertake an investigation of their choice.**
- **Develop specialist knowledge that provides for further study in the biological, chemical and physical sciences.**

VICTORIAN CURRICULUM

This subject covers the Scientific Understanding curriculum in the Biological Sciences, Chemical Sciences, Physical Sciences and Science as a Human Endeavour, as well as the Science Inquiry Skills. An outline of content descriptors can be accessed via: **https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10?layout=3#level=9-10**

LEARNING FOCUS

1. Transmission of heritable characteristics from one generation to the next and the role of DNA and genes.
2. The theory of evolution by natural selection and the supporting scientific evidence.
3. The atomic structure and properties of elements are used to organise them in the periodic table.
4. Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations.
5. The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics.
6. Energy flow in Earth's atmosphere can be explained by the processes of heat transfer.
7. Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere.

In the biology units, students will learn about DNA and be able to describe its role in controlling the characteristics of organisms. They will use models and diagrams to represent relationships between DNA, genes and chromosomes. They will be able to explain the role of

meiosis and fertilisation in the passing on of genetic information, describe patterns of inheritance of a simple dominant/recessive characteristic through generations of a family and predict simple ratios of offspring genotypes and phenotypes.

Students will explore natural selection and evolution and will also learn to relate genetic characteristics to survival and reproductive rates. They will evaluate and interpret evidence for evolution, including the fossil record, chemical and anatomical similarities and the geographical distribution of species.

In the chemistry units, students focus on the relationship and historical development between the periodic table and atomic theory. Students investigate trends and patterns within the periodic table and use shell notation to describe the electron configuration of elements. They explore the link between the electron configuration of an element and the type of bonding present.

Students study chemical reactions, including their design and analysis. They use words and symbolic equations to represent balanced equations. Factors that affect the rate of chemical reactions are also studied.

In the physics units, students develop an understanding of forces and their relationship to motion. Students undertake investigations to probe fundamental physical ideas. They gather data to analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration; recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it; and, using Newton's Second Law to predict how forces affect the movement of an object. They analyse motion change in terms of energy transfer between and inside systems.

In the earth science unit students investigate how the global systems such as heat transfer and the carbon cycle rely on interactions between the atmosphere, biosphere, hydrosphere and lithosphere. This unit provide an example where the studies of Biology, Chemistry and Physics link and interact.

Throughout this activity-based Science unit are embedded the nature and history of Science, influence of Science on human development and the contributions of scientists such as Darwin, Mendeleev and Newton.

COMMON ASSESSMENT TASKS

The common assessment tasks will be varied and will include formal written assessments of key Science concepts, assessments of practical skills and reports on investigations carried out in class. The final common assessment task will be the presentation of the extended student-led inquiry project.

VCE LINK: BIOLOGY, CHEMISTY AND PHYSICS

This two-semester elective is highly recommended for Unit 1 & 2 Chemistry and Unit 1 & 2 Physics and Unit 1 & 2 Biology.

Science

ENVIRONMENT, EARTH & SPACE

The subject provides students with an understanding of the scientific concepts that relate to the management and understanding of the environment, earth, and space. The aims of this subject include:

- **Encourages interest in human impact on the environment.**
- **Promote understanding of the influence of nature on our lives.**
- **Further develop interest in space and the future of the human race.**
- **Foster independent thinking through class group and individual activities.**
- **Use information technology for research, measurement or presentation.**

VICTORIAN CURRICULUM

This subject covers the Scientific Understanding curriculum in the Earth Sciences, and Science as a Human Endeavour, as well as the Science Inquiry Skills. An outline of content descriptors can be access via: **https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10?layout=3#level=9-10**

LEARNING FOCUS

This unit focuses on the study of:

- The Earth's atmosphere including human influences and global climate change
- The issue of biodiversity, pollution and promoting sustainability
- History, structure and composition of the Earth
- Mass extinctions and their possible causes
- The big bang theory - Exploration of the Solar System Beyond the Solar System and our place in the Universe.

Students will develop an understanding of their place in the universe and the impact of their lifestyle on the environment. They will use the local environment to explore ecosystems and how biodiversity can improve a species chance of survival.

They explain the function of the layers of the Earth's atmosphere. Students investigate how the global systems such as heat transfer and the carbon cycle rely on interactions between the atmosphere, biosphere, hydrosphere and lithosphere. This unit provide an example where the studies of Biology, Chemistry and Physics link and interact.

Students will consider the Big Bang theory for the solar systems creation and view the night sky with a telescope. They will research the life of stars and the physical and historical components of the Moon. They will investigate the formation of Black holes, the possibility of time travel and join the Search for Extra Terrestrial Intelligence (S.E.T.I)

Students analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives. They explain how sustainable practices have been developed and/or are applied in their local environment.

Students design their own simple experiments to collect data and draw conclusions. They describe the purpose

of experiments they undertake, including a statement of ethical considerations, and relate this purpose to the nature of the data that is collected.

They design and build simple models and write an account of the science that is central to explanation of the model. They use diagrams and symbols to explain procedures used when reporting on their investigations.

COMMON ASSESSMENT TASKS

CAT 1 Practical Investigation on recycled water

CAT 2 Environment Test

CAT 3 Black Holes Assignment End of Unit Exam

Artwork - Isobella Hishongwa-Gibb

Science

FORENSIC SCIENCE

The subject provides students with an understanding of how science is used in the investigation of crime. The aims of this subject include:

- **Encourages interest into the area of Forensic Science**
- **Further develop interest in career opportunities in Science**
- **Foster independent thinking through class group and individual activities**
- **Promote Information and Communication Technologies (ICT) for research, presentations and 21st century skills development such as collaboration and creativity.**

VICTORIAN CURRICULUM

This subject covers parts of the Scientific Understanding curriculum in Biological Sciences and Science as a Human Endeavour, as well as the Science Inquiry Skills. An outline of content descriptors can be access via: **https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10?layout=3#level=9-10**

LEARNING FOCUS

In Summary this unit focuses on the study of:

- Forensic Techniques, eg. Fingerprinting, Bertillonage and Odontology.
- Forensic Chemistry: toxicology, arson analysis, liquid chromatography, and spectroscopy techniques
- Forensic Biology: The structure and function of DNA, DNA fingerprinting, blood components, blood types and genetic tools.
- Forensic Psychology: Criminal profiling, memory and eye- witness testimonies
- Crime Scene Investigation: Evidence, processes, documentation, footwear impressions, bloodstain analysis etc.

Students will develop an understanding of how science inquiry skills are used in Forensic Science to investigate and evaluate evidence. They will be able to apply specific skills for the use of scientific instruments and use modelling and simulations, including digital technology to investigate situations and events.

Students will explore the effect of a range of factors, such as temperature and catalysts, on the rate of chemical reactions. They will investigate the role of DNA as the blueprint for controlling the characteristics of organisms and describe the impact of developments in genetic knowledge. They will also be able to demonstrate the principles and limitations of DNA fingerprinting.

Students will describe how computers have made possible the analysis of DNA sequencing, outline the application of gene technologies and discuss the use of genetic testing. They will also be able to apply general principles of forensic science to case studies related to drugs in racing, sport and the workplace.

Students will identify psychological aspects including personality and intelligence related to profiling of criminals and victims, and question the reconstructive nature of memory in relation to eyewitness testimonies.

Throughout this activity based Science unit the nature and history of Forensic Science, influence of Science and the contributions of scientists such as Watson & Crick will be embedded into the study.

Real-life situations and career opportunities in Science will also be discussed.

COMMON ASSESSMENT TASKS

CAT 1 Topic Tests: Formal written assessment of the key Science concepts

CAT 2 Practical Reports: A number of investigations are performed in class, and assessed against criteria based on practical skills, report writing skills and understanding of the concepts under investigation.

CAT 3 Presentations: A number of research activities will be presented in class, and students will present their knowledge in the form of posters, websites and oral presentations.

Science

PHYSICAL AND CHEMICAL SCIENCE

This subject provides students with the required understanding to progress to VCE Chemistry and/or Physics. This subject should not be selected in conjunction with the subject Year 10 Science as it contains the same coursework as the Chemistry and Physics units as Year 10 Science. It is only available to students who are completing VCE Biology or Psychology in Year 10 or who are joining KHS in second semester.

This Science Unit aims to:

- **Conduct student-led investigations and experiments that include collecting, processing and recording data.**
- **Explore key ideas using both practical work and problem solving.**
- **Emphasise application of concepts to the larger world.**
- **Foster independent thinking through class, group and individual activities.**
- **Develop specialist knowledge that provides for further study in the Chemical and Physical Sciences.**

VICTORIAN CURRICULUM

This subject covers the Scientific Understanding curriculum in the Chemical Sciences, Physical Sciences and Science as a Human Endeavour, as well as the Science Inquiry Skills. An outline of content descriptors can be accessed via: **https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10?layout=3#level=9-10**

LEARNING FOCUS

This unit focuses on the study of:

1. Forces and their relationship to motion of objects.
2. The concept of energy and the transformation between different forms of energy.
3. Chemical structures and reactions and factors affecting reactions.
4. Trends and patterns in the periodic table.

In the physics units, students study the fundamentals of motion and apply this to a description of energy transfer in and between systems. They gather data to analyse everyday motion, such as measurements of distance and time, speed, force, mass and acceleration; recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it; and, that an accelerating object is subject to unbalanced forces.

In the chemistry units, students investigate trends and patterns within the periodic table and use shell notation to describe the electronic configuration of elements. They explore the link between the electron configuration of an element and the type of bonding present. Students study chemical reactions, including their design and analysis. They use words and symbolic equations to represent balanced equations. Factors that affect the rate of chemical reactions are also studied.

This activity-based Science unit embeds an appreciation of the nature and history of Science, including the contributions of scientists such as Mendeleev and Newton.

COMMON ASSESSMENT TASKS

The common assessment tasks will be varied and will include formal written assessments of key Science concepts, assessments of practical skills and reports on investigations carried out in class.

VCE LINK: CHEMISTRY AND PHYSICS

This subject is a high recommended for Unit 1 & 2 Chemistry and Unit 1 & 2 Physics

Humanities

HISTORY

Students investigate two chapters of history that changed the modern world – World War Two and the Civil Rights Movement.

This course aims to ensure that students develop:

- **Knowledge, understanding and appreciation of the past and the forces that shape societies.**
- **Understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance.**
- **Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: **https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=9-10**

LEARNING FOCUS

In Unit 1, students investigate the causes, course and consequences of World War Two. In particular, students examine the significance of the Holocaust during the war in Europe and the dropping of the Atomic Bombs during the war in the Pacific.

In Unit 2, students explore the causes, course and consequences of the Civil Rights Movement. In particular, students analyse the significance of key individuals who contributed to change and inspired others across the world to stand up for basic human rights.

COMMON ASSESSMENT TASKS

CAT 1 Source Analysis

CAT 2 Cause and Effect

CAT 3 Historical Argument

CAT 4 Change, Continuity, and Significance

GEOGRAPHY

Geography is the study of physical and human environments from a spatial perspective.

It provides students with the knowledge and skills to observe and describe places on Earth and to analyse changes to these places. Students learn to provide explanations of the complex interactions between humans and their environment.

Geography helps students to understand their individual world and the global world in spatial terms and to develop an understanding of global citizenship.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: **https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/geography/curriculum/f-10#level=9-10**

LEARNING FOCUS

Students investigate the characteristics of development that occur across the globe. They explore how combinations of various physical and human factors interact to produce observable and sometimes predictable patterns at local, regional and global scales.

Students research several development topics and the impact of globalisation in creating and reducing differences in development levels. They also explore global solutions to poverty and underdevelopment including the impacts of foreign aid and trade, as well as the Sustainable Development Goals.

Examples of development topics include: poverty; the links between food, hunger and technology; and the social and economic consequences of development in creating rapidly growing cities, mega cities, slums and rural depopulation.

As students work towards the achievement of Level 10 standards in Geography, they develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere - rivers. They also research how humans manage natural environments through combinations of technological and behavioural solutions.

Students investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution.

Students undertake field investigations in a local National Park to gather, collate, analyse and evaluate data relating to the natural environment.

COMMON ASSESSMENT TASKS

CAT 1 Human Wellbeing and Development Test

CAT 2 Monbulk Creek Fieldwork Report

Humanities

COMMERCE

This course introduces several areas of learning from four VCE subjects: Accounting, Economics, Business Management and Legal Studies. It offers students the opportunity to learn about key concepts and most importantly, the skills linked to the world of business, economic management and the law. Students will develop understanding of:

- **Accounting practices used to track transactions and evaluate business performance.**
- **How economic decisions are made in Australia.**
- **How small and large businesses operate, make decisions and succeed in Australian and international business environments.**
- **The features and principles of Australia's court system, including its role in applying and interpreting Australian law.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: **https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=9-10**

LEARNING FOCUS

In the Accounting module of the course, students will learn to put together financial reports, including income statements and balance sheets.

The Economics module focuses on economic fundamentals such as relative scarcity, opportunity cost, production possibilites and supply and demand. Students learn to analyse and graph economic data.

The Business Management module explores the question of business success. It focuses on the risks and rewards of going into business, including the advantages and disadvantages of starting a completely new business from scratch, purchasing an existing business, or buying into a franchise operation.

The Legal Studies module investigates the features and principles of Australia's court system, including its role in applying and interpreting Australian law. It explores civil and criminal law, the court hierarchy, the role of juries and the principles of justice.

COMMON ASSESSMENT TASKS

CAT 1 Accounting

CAT 2 Economics

CAT 3 Business Management

CAT 4 Legal Studies

PHILOSOPHY

Year 10 Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life. Many ideas are explored through films that have borrowed heavily from famous Philosophical inquiries.

This unit is recommended for students intending to undertake VCE Philosophy.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via**: https://victoriancurriculum.vcaa.vic.edu.au/Search?q=ethical+capability**

LEARNING FOCUS

A community of inquiry will be established in the classroom, whereby students approach all of the work with an open and inquiring mind, and turn to their peers as an important resource. Students will be encouraged to share and test their opinions with the class and actively engage in philosophical debates.

Students will learn the importance and difference of outlining arguments and evaluating arguments, using philosophical tools of formal and informal logic.

COMMON ASSESSMENT TASKS

CAT 1 Oral Presentation that Outlines and Evaluates a Philosophical Position

CAT 2 Short and Longer Answer Response

CAT 3 Philosophy Essay

Humanities

POLITICS

Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change.

In this study, students investigate contemporary issues of political stability, conflict, and change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, violent conflicts and global economic instability.

The study of Politics develops students' ability to think politically in the context of increasing global interconnectedness and the conflicts that arise as a result of tensions between political stability and change

VICTORIAN CURRICULUM

An outline of the content descriptors can be assessed via:

https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/civics-and-citizenship/curriculum/f-10#level=9-10

LEARNING FOCUS

Democracy in Australia: In the first part of this course, students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They will investigate the values and practices that enable a democratic society to be sustained. Additionally, students will examine historic and contemporary threats to democracies such as the influence of technology, focusing on the impacts of social media and the development of artificial intelligence.

The Globalising World: In the second part of this course, students examine global connectedness and how this is shaping contemporary Australian society. They will look at the effects of significant post-World War II world events and developments and analyse how they have shaped change in Australian society. Students will also examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations, International and Humanitarian Law.

Current Global Issues: In the final part of this course, students will study significant current issues that threaten the future of global order. They will examine current and potential flashpoints of global conflict, such as the war in Europe, tensions in the Asia and the Pacific region and analyse their impact on Australia and the world.

COMMON ASSESSMENT TASKS

CAT 1 Threats to Democracy in Australia

CAT 2 Impacts of Globalisation

CAT 3 Review of a Current Global Issue

Health & Physical Education

SPORT SCIENCE

This practical based Physical Education subject aims to:

- **Understand technological advancements in sport and biomechanical principles.**
- **Develop students' tactical and strategic knowledge in team based sports and to deliver coaching sessions to their peers.**
- **Understand ways an athlete can enhance performance via sports psychology and recovery strategies.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

This subject focuses on:

- Technology in Sport
- Decision making in Sport
- Ways to Enhance Performance

Students will research technological advancements in sports equipment design, material, structure and technique. They will understand the basic biomechanical principles evident in technological advancements.

Students will participate in a range of team sports with a clear focus on decision making strategic and tactics. They will explore a range of tactics and strategies that improve performance in different sports, approaches to decision making in sport and processes for the transfer of skills to game play. Students will take their own coaching session for the class to demonstrate their understanding of decision making skills in their chosen sport.

Students will understand ways to enhance the performance of an athlete, which will also enhance their own performance in their chosen sport. Students will look at sport psychology and how techniques can be applied to improve performance. Students will understand different recovery strategies and how this can benefit athlete performance.

COMMON ASSESSMENT TASKS

CAT 1 Technology in Sport

CAT 2 Decision Making in Sport

CAT 3 Enhancing Performance

NOTE: Kew High School wide brimmed hat to be worn for all outdoor classes when the UV level is above 2.

Mouthguards are recommended for all contact activities.

Health & Physical Education

PHYSICAL EDUCATION - RECREATIONAL

The Recreational Physical Education subject offers students the opportunity to remain active whilst being introduced to some of the concepts explored in VCE Physical Education in a non-competitive, Physical Education environment.

Students will:

- **Participate in a range of activities (both in and out of school) that will encourage lifelong appreciation of health and physical activity. Research a Cultural Game of their choice and deliver a lesson to the rest of the class teaching them about the basics of this sport.**
- **Develop peer leadership skills and community interaction.**
- **Use involvement in various games to enhance learning embedded in fitness components and energy systems.**
- **Build self-confidence and trust in others when participating in physical activity within a non-competitive environment.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

Students investigate and participate in an array of non-competitive, community based activities (archery, mini golf, yoga, trampolining etc.) designed to improve their physical, mental and social health and well-being. There will also be some school based sporting activities as well.

Students gain skills and knowledge to help them become participants in lifelong physical activity.

Students will conduct practical sessions for their peers, developing leadership skills.

In small groups, students will arrange community recreation activities for the rest of the class, thus developing their ability to organise and interact with community recreation providers.

Students will participate in theoretical and practical learning environments that will give them an understanding into how the human body reacts to exercise, with specific reference to fitness components and energy systems.

Students will be exposed to a variety of cultural games developing a range of movement and manipulative skills that can be applied in new sporting contexts.

Students learn about fitness components and energy systems relevant to different sports and activities

COMMON ASSESSMENT TASKS

CAT 1 Cultural Games Research and Presentation Task

CAT 2 Community recreation opportunities for life long participation

CAT 3 Fitness

NOTE: Kew High School wide brimmed hat to be worn for all outdoor classes when UV level is above 2.

Mouthguards recommended for any contact activities.

NB: There is a cost associated with this elective which is approximately $155 which will be charged as a subject levy.

PHYSICAL EDUCATION - COMPETITIVE

This practical based course is targeted at those students who want a more competitive Physical Education pathway. The competitive Physical Education subject offers students the opportunity to engage in PE with like minded peers who enjoy higher intensity physical activity, whilst being introduced to some of the concepts explored in VCE Physical Education.

The competitive Physical Education stream aims to enable students to:

- **Participate in and organise a range of community recreation activities that will promote a lifelong commitment to physical activity.**
- **Develop strong peer leadership and communication skills via peer coaching and community interaction.**
- **Use involvement in various competitive 'Cultural Games' (such as European handball, lacrosse, touch football and ultimate Frisbee) to enhance learning**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

- Students discover an array of challenging physical activities that take place in the community. These activities may include: ice skating, rock climbing, , wheelchair basketball, trampolining and completing the ninja warrior style obstacle courses at Latitude and Bounce.
- Students gain skills and knowledge to help them become participants in lifelong physical activity.
- Students will research, plan and conduct practical sessions for their peers, developing leadership.
- In small groups, students will arrange community recreation activities for the rest of the class, thus developing their ability to organise and interact with community recreation providers.
- Students will participate in theoretical and practical learning environments that will give them an understanding into how the human body reacts to exercise, with specific reference to fitness components and energy systems. They will undertake fitness testing, identifying their strengths and areas for improvement and then develop their own training program, focusing on one fitness component they wish to improve.
- Students will be exposed to a variety of world games (for example, Tchoukball and Gaelic football), developing a range of movement and manipulative skills that can be applied in new sporting contexts

COMMON ASSESSMENT TASKS

CAT 1 Cultural games research and presentation task

CAT 2 Community Recreation opportunities for life long participation

CAT 3 My Fitness

NB: There is a cost for students doing this elective is approximately $155 which will be charged as a subject levy.

Mouthguards are recommended for contact activities & Kew High School wide brimmed hat for outdoor activities when the UV is above 2.

Health & Physical Education

PROMOTING HEALTH AND WELLBEING

In this course students will:

- **Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health and wellbeing and safety across their lifespan**
- **Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of positive health and wellbeing.**
- **Understand and appreciate personal, social, cultural and environmental factors that influence health practices and outcomes.**

They will also develop skills in other areas including:

- Team work.
- Leadership.
- Interpersonal skills.
- Communication.
- Game sense.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

Introduction to Health and Wellbeing provides students with an overview of each of the dimensions of health and wellbeing. Students will engage in a range of activities that bring the content to life that show examples of how to positively affect each of the dimensions of health and wellbeing and will explore risk and protective factors associated with health and wellbeing.

The cost of healthy living gives students the opportunity to discover how their current lifestyle impacts on their own health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed choices and to explore the contextual factors that influence behaviours such as eating habits, food choices, social clubs and mental health services.

Health promotion strategies are explored through investigating the different models of health. Students look at the way that health promotion strategies could be used to improve health and wellbeing of individuals on a local and global level. Students research programs that are currently in place at Kew High School that work towards improving student health and wellbeing, and then create their own health promotion strategy to be implemented by the school.

COMMON ASSESSMENT TASKS

CAT 1 Introduction to Health and Wellbeing

CAT 2 Cost of Healthy Living

CAT 3 Health Promotion Strategy

Please note: There is a cost for students doing this elective is approximately $15 which will be charged as a subject levy.

HOME ECONOMICS

In this course students will:

- **Develop their understanding of food for a healthy life – nutrients required for good health, and how food supplies these nutrients.**
- **Gain an understanding of the importance of good nutrition for adolescence.**
- **Increase their knowledge of new food and nutrition research.**
- **Examine factors affecting food selection.**
- **Participate regularly in individual and team – based food production activities (practical lessons).**
- **Build on their food planning, preparation and evaluation skills.**
- **Undertake assessment tasks that allow them to demonstrate their increasing knowledge of the world of food and nutrition.**
- **Gain an understanding of sustainability issues affecting food supply and preparation.**
- **Develop the ability to link interesting careers and future pathways with the study of Home Economics.**

They will also develop skills in other areas including:

- Interpersonal skills
- Communication
- Time management

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

Students participate in a range of classroom activities that will develop their knowledge of:

- adolescent eating patterns and the importance of healthy eating for adolescents
- the nutrients, their functions and food sources
- factors influencing food choice
- energy, digestion and metabolism
- Glycaemic Index, fat, salt, sugar
- nutrition for sport
- current issues in food and nutrition
- recipe development

Learning activities are delivered with a hands-on, practical approach focussed on quality outcomes both in food products and other tasks.

COMMON ASSESSMENT TASKS

CAT 1 - Evaluating and implementing health information - students demonstrate their knowledge and understanding of diet and lifestyle related disease with a focus on obesity and health implications, and plan a messaging campaign to educate a target audience.

HOME ECONOMICS

CAT 2 - Adolescent nutritional health resources - Students research and explore the range of resources that are available to help them develop an understanding of adolescent nutritional health.

CAT 3 Overall practical performance - Students' technical skills in food production are assessed, along with their ability to work in teams and competently carry out all work practices within the practical setting.

Please note: Students are required to pay for the cost of food materials. Payment is to be made at the start of the semester.

Students are also required to purchase/wear a cap and apron set which must be purchased from the school, if they don't already have one.

Design & Technology

ENGINEERING

This course is an introduction to the basics of electronics & components, circuit design and making printed circuit boards with engineering challenges.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

In this subject, students develop skills in soldering, design and production of chemically etched Printed Circuit Boards (PCBs) and component placement on these PCBs. Students also cover the theory of a number of electrical elements including resistors, diodes, capacitors, transistors and LEDs and learn how they function in a variety of circuits.

Students also use a number of software applications to simulate and analyse simple electrical circuits.

COMMON ASSESSMENT TASKS

CAT 1 Practical Reports on model circuits

CAT 2 Completion of working electronic projects

CAT 3 Satisfactory completion of this course requires completion of at least 2 practical project reports including Yenka software, at least 2 electronic working projects and the research task.

DIGITAL TECHNOLOGIES

- **Foster productive programming practices.**
- **Teach design tools and techniques to support the development of digital solutions.**
- **Develop creativity, problem solving skills and attention to detail.**

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: **https://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/curriculum/f-10**

LEARNING FOCUS

This unit focuses on the study of Digital Technologies, including:

- Understanding Digital Systems
- Analysing Data and Information and
- Creating Digital Solutions.

Students will consider how data are collected, analysed and visualised using spreadsheet and Big Data analysis toolsets.

Throughout the programming unit students will develop an understanding of object orientated principles and develop games using Python. This subject is intended for both students new to programming and for those with some experience. Finally, students will apply their newly acquired skills in data analysis and programming to address robotics challenges. Students will plan, design and evaluate their solutions using design thinking principles.

COMMON ASSESSMENT TASKS

CAT 1 Data and Visualisation

CAT 2 Programming Portfolio

CAT 3 Robotics Challenges

VCE LINK: Applied Computing & Software Development.

Art

3D ART PRACTICE

With a focus on 3-dimensional artmaking – kinetic sculpture, figurative sculpture, modelling – students use the threads of MAKING and RESPONDING that mirror the practice of artists in different cultures and historical times.

Through 'making' students learn the knowledge, skills, techniques, processes, materials, and technologies used in 3-dimensional art practice. Students express personal ideas, experiences and intended meanings in different 3-dimensional art forms and art styles by developing a personal visual language.

Through 'responding' students explore, analyse, evaluate, and reflect upon and interpret the 3-dimensional art works of others, and the practices used to create them. Students develop an understanding of visual language and how artists express ideas and communicate meaning by studying the work of others and discussing and evaluating these artworks using the Interpretive Lenses. Students also apply this knowledge to their own art making.

LEARNING FOCUS

- Explore the visual arts practices and styles of 3-dimensional artists as inspiration to develop a personal style, explore, express ideas, concepts, and themes in artworks
- Explore how 3-dimensional artists manipulate materials, techniques, technologies, and processes to develop and express their intentions in artworks
- Experiment and explore a range materials, techniques, technologies, and processes to express ideas, concepts, and themes
- Conceptualize, plan, and design 3-dimensional artworks that express ideas, concepts, and artistic intentions
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
- Explore, analyse, and interpret influences and ideas in a range of 3-dimensional artworks using the Interpretive Lenses
- Develop knowledge of art elements and principles through experimentation and exploration to create visual language
- Reflect, analyse, and evaluate using critique and feedback
- Document ideas and influences and the application of materials, techniques, and processes to develop artworks in a visual arts diary.

2D ART PRACTICE

With a focus on 2-dimensional artmaking – drawing, painting, printmaking, collage/montage – students use the threads of MAKING and RESPONDING that mirror the practice of artists in different cultures and historical times.

Through 'making' students learn the knowledge, skills, techniques, processes, materials, and technologies used in 2-dimensional art practice. Students express personal ideas, experiences and intended meanings in different 2-dimensional art forms and art styles by developing a personal visual language.

Through 'responding' students explore, analyse, evaluate, and reflect upon and interpret the 2-dimensional art works of others, and the practices used to create them. Students develop an understanding of visual language and how artists express ideas and communicate meaning by studying the work of others and discussing and evaluating these artworks using the Interpretive Lenses. Students also apply this knowledge to their own art making.

LEARNING FOCUS

- Explore the visual arts practices and styles of 2-dimensional artists as inspiration to develop a personal style, explore, express ideas, concepts, and themes in artworks
- Explore how 2-dimensional artists manipulate materials, techniques, technologies, and processes to develop and express their intentions in artworks
- Experiment and explore a range materials, techniques, technologies, and processes to express ideas, concepts, and themes
- Conceptualize, plan, and design 2-dimensional artworks that express ideas, concepts, and artistic intentions
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
- Explore, analyse, and interpret influences and ideas in a range of 2-dimensional artworks using the Interpretive Lenses
- Develop knowledge of art elements and principles through experimentation and exploration to create visual language
- Reflect, analyse, and evaluate using critique and feedback
- Document ideas and influences and the application of materials, techniques, and processes to develop artworks in a visual arts diary.

Art

VISUAL COMMUNICATION DESIGN

In Year 10 Visual Communication Design, students focus on using visual language to communicate messages, ideas, and concepts, within the fields of Communication, Industrial and/or Environmental Design.

Over the course of a semester, students build on their technical drawing and rendering skills(manual and digital) and use the design process to discover and present new design concepts.

As part of the design process, students conduct research, generate and develop ideas and concepts, refine ideas in response to evaluation and feedback, and present final design solutions in response to a design brief.

They consider aesthetics and functionality, as well as social, cultural, environmental and economic factors. Using a range of manual and digital drawing methods, media and materials, students develop the skills to communicate ideas through manipulation and organisation of the design elements and design principles.

Students use a combination of observational, visualisation and presentation drawings to communicate their ideas and concepts. Rendering techniques are employed for depicting the direction of light, shade and shadow and for representing surfaces, materials, textures and forms. Technical drawing methods to represent three- dimensional forms, such as paraline (isometric) and perspective (one point and/or two point) are employed, as are drawing methods to represent objects two-dimensionally (third- angle orthogonal drawing). Through research, students build an understanding of the important role of visual communication design within society. They study designers and design practices from different historical periods and cultures, investigating how visual communications have been realised.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles
- Generate, develop and refine visual communication presentations that meet the requirements of a specific brief and target audience
- Use manual and digital drawing methods to create visual communications within specific design fields (Communication Design, Industrial and/or Environmental)
- Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts
- Document each stage of the design process in a visual diary/ portfolio, including annotations to show design thinking and reflection

COMMON ASSESSMENT TASKS

CATs will be delivered in accordance with the processes below:

- Students learn about designers, design products, and various design styles.
- Students learn about different types of drawing to present ideas (visualisation and technical drawing methods).

- Students progressively document their design work in a portfolio or visual diary.
- Following the design process, students conduct research, find sources of inspiration, generate and develop ideas, evaluate and refine ideas, and present resolved design solutions.

MEDIA STUDIES - FILM & PHOTOGRAPHY

Students will start with a study of mainstream film narrative. They study the influential films of many renowned directors and writers. A focus is in applying film analysis techniques to professionally produced cinema. This leads onto a production unit. Students learn the basic principles of photographic composition, operating production equipment such as cameras, tripods and boom microphones and using editing software. A focus will be on the production process – preproduction, production and postproduction with an emphasis on the various production roles and tasks. Students will have mini projects over the semester which will ultimately lead to a major project– making a short film. These films will be screened at the end of the semester with an award presentation. This subject is a gateway for students who want a taste of the practical side of film making and is an ideal preparation for students considering VCE Media Studies.

In Media Photography, students learn fundamental foundation skills that allow them to develop photographic portfolios with technical skill and creative expression. They control composition, lighting and exposure settings to achieve range of visual effects and manipulate the resulting photograph to communicate ideas and meanings to audiences. They learn the importance of framing and develop skills in using techniques for composing photos. Students learn how to operate a DSLR to control exposure and manipulate settings including aperture, shutter speed and ISO to create a range of visual effects. They also explore the effects of lighting and learn to take photographs in natural and studio lit environments. Students use digital software to manage and edit their photographs throughout the production of their portfolio. Selected photographs are printed and mounted for display. After developing foundation skills, students apply their photographic skills and knowledge to present a themed series of photographs taken on location. Students also learn to analyse photographs taken by others and explore how photographs are constructed to communicate ideas and meanings to a range of audiences. They explore a range of photographic genres, and conduct and present research on a successful photographer.

AREAS OF STUDY

1. Visual Diary
2. Writing, Film Narratives and Production Elements
3. Artworks, Production Exercises 1 & 2

Art

TEXTILES

With a focus on Textiles students will further develop knowledge of the function and use of a sewing machine, application of patterns, and design. They will complete practical tasks that apply complex skills, processes and techniques associated with pattern layout and modifications and machine production processes.

They will learn about health and safety procedures in the textile room associated with the use of and maintenance of tools and handling of equipment.

Students will work through the phases of investigation, designing, producing and evaluating soft sculptural works and garment construction using a range of techniques and materials.

Students construct items following a design brief. They will use a range of appropriate techniques and materials to specified degrees of accuracy and precision.

For each work students produce, students will progressively develop their ideas, personal style and artistic practice in their visual diary. They will use annotation and exploratory activities to document their thinking and develop skills and knowledge in relation to the particular art practice being studied.

Students will develop an understanding of cultural and historical knowledge of visual arts works by comparing and contrasting characteristics such as styles, themes, purposes, ideas, and concepts in the visual arts.

Students will also investigate a wide variety of contemporary themes, build on their knowledge of visual literacy, application of language through research.

COMMON ASSESSMENT TASKS

CAT 1 Visual Diary

CAT 2 Writing

CAT 3 Artworks

Performance Art & Music

PERFORMING ARTS GROUP MUSIC

This Year 10 music program aims to build upon students' practical and performance skills in group performance situations. Students study different types of musical groupings. musical styles and analyse compositional elements, instrumental techniques and performance conventions. This knowledge is transferred into student performances.

Students study performance skills and are strongly encouraged to perform regularly in public. It is also highly recommended that students undertake instrumental music lessons, on their main instrument.

Students are encouraged to become critical of their own performance skills and are required to perform as part of different groups with other students in the class. Aural skills are developed through detailed listening to rhythmic and harmonic exercises. Students become more familiar with use of music technology through the study of acoustic sounds systems and recording.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

- Students study and analyse a range of musical groups and arrangements. Students are required to perform regularly as part of a group, developing a repertoire of songs.
- Students learn what it means to be in a group and learn appropriate stage and performance skills.
- They also study instrumental techniques and how to arrange for a group.
- Students respond to a range of musical compositions from the past and present through discussion, analysis and the study of music history, focussing on modern composition and Australian music
- Students continue to learn and refine their understanding of music theory and aural concepts. Developing their ears as performers and being able to discuss music with proper use of musical language and convention

COMMON ASSESSMENT TASKS

CAT 1 Group Performance

CAT 2 Australian Music

CAT 3 Technique

CAT 4 Theory and Aural

Performance Art & Music

PERFORMING ARTS SOLO MUSIC

The Year 10 music program aims to build upon students' practical skills in solo performance.

Through the study of theory and musical elements, students learn to analyse major pieces of work. This knowledge is transferred into composition, song writing and arranging assignments. Students study and analyse solo pieces from the literature of music appropriate to their instrument.

Students are strongly encouraged to perform regularly in public. It is also highly recommended that students undertake instrumental music lessons, on their main instrument, outside of class.

Students are encouraged to become critical of their own performance skills and are required to perform as a soloist on their own or in a group context. Students are required to perform their own compositions.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

- Students explore a range of musical styles and solo performance skills.
- Students are required to perform regularly, developing a repertoire of original songs and covers as well as developing their understanding of instrumental technique.
- Students create a folio of compositions and arrangements utilising skills learnt through the detailed study of theory.
- Students choose two pieces to analyse in depth and are required to perform these.
- Students continue to learn and refine their understanding of music theory and aural concepts. Developing their ears as performers and being able to discuss music with proper use of musical language and convention.

COMMON ASSESSMENT TASKS

CAT 1 Solo Performance

CAT 2 Music Analysis

CAT 3 Theory and Aural

THEATRE PERFORMANCE & DESIGN

Through the study of an existing playscript, students will prepare a class ensemble piece to perform to an outside audience. Students will be able to participate in an acting role and/or select from a list of backstage production roles:

- **directing**
- **hair and make-up**
- **props**
- **sound**
- **costume**
- **set design**
- **lighting**
- **theatre technologies**

During the creation process students will follow their journey with a creative design folio highlighting their work during the Planning, Development and Performance Process; clearly demonstrating the ability to draft/investigate their chosen roles. With a collaborative effort, the performance will be designed to perform to an audience over two nights.

An introduction to monologue performance, based on the prescribed Theatre Studies pieces, will then be completed with assessment derived on the final performance. This will be heavily scaffolded in order to introduce and prepare students for the same process in Units 1 and 2 Theatre Studies.

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

LEARNING FOCUS

Students create a class ensemble piece to a set playscript and relevant criteria.

Through script interpretation and development, they can demonstrate a clear understanding of the elements of theatre and acting and/or design techniques.

Students respond to current trends in theatre by applying modern elements and exploring different mediums of performance art.

Viewing performances allows students to learn the language associated with performing arts and to develop a constructive mind.

COMMON ASSESSMENT TASKS

CAT 1 Scripted Ensemble Performance

CAT 2 Written Analysis of an Outside Performance

CAT 3 Introduction to Monologue Performance

CAT 4 Written Reflection of Performance Work

VCE LINK: This subject should be undertaken if a student intends to study VCE Theatre Studies.

Languages

FRENCH & JAPANESE

The learning of a language other than English is in direct response to Commonwealth and State Government recommendations that students should acquire proficiency in at least one language other than English. Government policy favours students learning languages as at VCE level students receive a scaling bonus on their mark for Language. This can represent a significant benefit when calculating the ATAR score, especially for students aiming for hard-to-access University courses where every ATAR point counts.

AIMS

- To further develop listening, speaking, reading and writing skills.
- To enable students to acquire a useful knowledge of the language using a communicative approach.
- To build on previous knowledge and to expand the students understanding of the culture and history of the country and to encourage an enjoyment of and interest in language study.
- To develop a knowledge of the linguistic patterns used to construct different texts, and to apply this knowledge to their writing.
- To develop the ability to enhance their language and communication skills through the use of technology.
- To develop the ability to interact with groups and individuals within Australia and overseas via facilities such as Internet, for the purpose of extending their knowledge and language ability.
- To use the target language to move between cultures as this is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.
- To consider their culture and compare it with the cultures of countries and communities where the language is spoken.
- To add to their general knowledge and to enhance their vocational prospects and job skills.
- To act as a foundation year for VCE Language.

VICTORIAN CURRICULUM

Outline of the content descriptors for this subject can be found via:

French: https://victoriancurriculum.vcaa.vic.edu.au/languages/french/introduction/rationale-and-aims

Japanese: https://victoriancurriculum.vcaa.vic.edu.au/languages/japanese/introduction/rationale-and-aims

LEARNING FOCUS

The course focuses on developing further the students' listening, speaking, reading and writing skills.

Students are encouraged to interact in the target language with other members of the class in socially and culturally appropriate ways and to seek out and understand information conveyed orally, visually or in writing. They are encouraged to develop strategies for expanding knowledge and skills in the language and or increasingly managing their own language learning.

At this level, the context involves language and content drawn from the world of teenage experience, topics

Languages

FRENCH & JAPANESE

from other key learning areas, and the world of spoken and written text. Students operate in a language-rich environment with a focus on multimedia.

Texts vary in length and structure, the amount of unfamiliar vocabulary and the familiarity of content.

Students read and listen to a range of texts, both factual and fictional and are able to re-organise the information into another format, for example a journal entry into an itinerary.

COMMON ASSESSMENT TASKS

CAT 1

Listening and Speaking : Students demonstrate comprehension of a variety of topics and interact effectively to sustain a conversation.

CAT 2

Reading: Students describe and comment on themes, characters and events in texts and identify and comment about the information.

CAT 3

Writing: Students produce writing such as letters, messages, scripts, reports or stories.

Other options

PATHWAYS PROGRAM

The Pathways program is a fantastic opportunity for students to experience practical as well as theory-based learning. The program is about assisting our young people to develop, over an extended period of time, the skills and understandings that will enable them to make informed and realistic choices about their future pathways.

It is designed to help students plan and prepare for their transition to their next place of learning or work. It helps them make decisions that are right for them. In making their decisions, they are supported and encouraged to consider what they know about themselves, what they might want to do in the future and what they need to do to get there.

A key feature of the program is the requirement that students undertake work outside the classroom in order to develop a range of lifelong and work-related skills.

The program has a personalised learning focus, providing specific learning challenges for students, including participation in a significant pathway experience, financial literacy and the development of an individualised personal career profile plan and the participation in the Year 10 Pathway Future forum. The program places a strong emphasis upon the transition skills students will need to negotiate a life of work and learning beyond their years of formal schooling.

Pathways signify the journeys made by young people from compulsory education through to independent young adulthood. Pathways can include senior secondary education; vocational education and training delivered through a school, college, TAFE or private provider; an apprenticeship or traineeship; higher education; community education; informal learning; recreation and travel; workplace experience; casual, part-time or full-time employment; and various combinations of the above.

LEARNING FOCUS

In our highly interconnected and interdependent world, students must learn to work with others by: building positive social relationships and working and learning in teams.

Self-Development Career, Management and Personal Learning.

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation in school. This involves developing individual learners who:

- Acquire self-knowledge and dispositions which support learning.
- Can learn with peers, including seeking and responding appropriately to feedback.
- Increasingly manage their own learning and growth including setting goals and managing resources to achieve these.
- Recognise and enact appropriate values within and beyond the school context.

SELF DEVELOPMENT

Career Exploration, Career Management, Civics and Citizenship.

Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive Australian society. This involves a focus on students:

Other options

PATHWAYS PROGRAM

- Understanding their identity and roles in their community.
- Knowing their rights and responsibilities as citizens.
- Appreciating Australia's role in the global community.

The program is designed to provide students with the opportunity to:

- Understand, develop and demonstrate lifelong and work- related skills including key competencies, employability skills and enterprise skills.
- Learn more about, and use, the skills that will help them to manage transitions.
- Develop industry specific skills and employability skills.
- Understand the world of work which assists with planning and pursuing their career pathways.
- Demonstrate skills and attitudes towards learning that will help them achieve life and career goals.
- Understand the relationship between work, community and the economy.
- Explore the education and training requirements of various work roles in their preferred future occupation or work sectors.
- Assess how personal characteristics and behaviours are reflected in their life, learning and work goals.
- Explore issues related to work, work organisation and work culture and develop their own values in relation to work.
- Use experience from appropriate work settings to develop an understanding of the concept of work.
- Develop a knowledge of emerging trends and growth areas within industry.

COMMON ASSESSMENT TASKS:

CAT 1 Career Discovery

CAT 2 Work Experience Logbook

CAT 3 Career Pathway Project

CAT 4 OHS Modules

Other options

YEAR 10 & 11: VET SPORT & RECREATION CERTIFICATE II IN OUTDOOR RECREATION & CERTIFICATE III IN SPORT & RECREATION

Certificate II Outdoor recreation and Certificate III Sport and Recreation are nationally recognised and accredited training programs for students wishing to pursue a range of occupations associated with the sport and recreation industry, or who have an interest in this area and wish to challenge themselves in this enjoyable recreational field.

The course aims to provide students with:

- A range of general education and work skills to obtain employment and successfully participate in the world of work, particularly in the recreation industry.
- Knowledge, skill development and training relevant to various recreation occupation streams.
- An interest in outdoor recreation and the physical and social opportunities associated with developing skills in this varied environment.

The program consists of a combination of core and elective Units, as well as areas of specialisation. Some of the Units may include: Develop Knowledge of the Sport and Recreation Industry, Respond to Emergency Situations, Provide First Aid, Plan Outdoor Activities, Bushwalking, Navigation, Apply Surf Rescue Skills, Snowboarding, Sea- kayaking, along with many others.

This program is delivered through a partnership arrangement with a Registered Training Organisation (IVET). Students will receive a tertiary qualification.

To successfully complete this course, students will need to attend and participate in all prescribed compulsory camps and practical activity sessions, some of which will be outside normal class time.

The VET Sport and Recreation program has a Unit 1-2 and Unit 3-4 sequence, and a Study Score is available. It contributes directly to a student's ATAR

Students are also advised that they must be confident swimmers. This must be demonstrated in order to meet the requirements of the surfing and surf lifesaving camp at the end of the first year.

IMPORTANT INFORMATION

- Students and parents/carers are advised that due to the popularity of this VET program, there will be a selection process undertaken for entry to the course.
- The certificate is a two year program. Students will not receive a Certificate II in Outdoor Recreation and a Certificate III in Sport and Recreation unless all required Units are completed.
- Students must satisfactorily complete all prescribed Units of Competence to gain their Certificate.

YEAR 10 COURSE FEES*

Subject Code	Subject Name	Base Levy
10A3D	YR 10 3D ART PRACTICE	$70
10A2D	YR 10 2D ART PRACTICE	$70
10THE	YR 10 THEATRE PERFORMANCE AND DESIGN	$20
10MED	YR 10 MEDIA STUDIES - FILM AND PHOTOGRAPHY	$30
10MUSG	YR 10 MUSIC GROUP	$40
10MUSS	YR 10 MUSIC SOLO	$40
10VCD	YR 10 VISUAL COMMUNICATION DESIGN	$70
10DIG	YR 10 DIGITAL TECHNOLOGIES	$0
10EAL	YR 10 ENGLISH AS AN ADDITIONAL LANGUAGE	$0
10EEL	YR 10 ENGLISH LANGUAGE - SEMESTER 1	$25
10ELIT	YR 10 LITERATURE - SEMESTER 1	$25
10PHIL	YR 10 PHILOSOPHY	$0
---	YR 10 POLITICS	TBD
10ENE	YR 10 ESSENTIAL ENGLISH	$25
10ENG1	YR 10 ENGLISH 1 - SEMESTER 1	$25
10ENG2	YR 10 ENGLISH 2 - SEMESTER 2	$25
10PWY	YR 10 PATHWAYS	$0
10HEA	YR 10 PROMOTING HEALTH AND WELLBEING	$25
10PEC	YR 10 PHYSICAL EDUCATION - COMPETITIVE	$40
10PENC	YR 10 PHYSICAL EDUCATION - RECREATIONAL	$40
10SPT	YR 10 SPORTS SCIENCE	$30
10HIS	YR 10 HISTORY	$0
10COM	YR 10 COMMERCE	$0
10GEO	YR 10 GEOGRAPHY	$0
10HEC	YR 10 HOME ECONOMICS	$65
10FRE	YR 10 FRENCH	$35
10JAP	YR 10 JAPANESE	$35
10MAT	YR 10 MATHEMATICS	$20
10CPS	YR 10 CHEMICAL & PHYSICAL SCIENCE	$40
10EEG	YR 10 ENGINEERING	$60
10EES	YR 10 ENVIRONMENT EARTH & SPACE	$40
10SCI1	YR 10 SCIENCE	$55
10SFOR	YR 10 FORENSIC SCIENCE	$40

** Please note: these costs are indicative only. Final costs will be confirmed during course confirmation*