



GEE LONG GRAMMAR SCHOOL®  
EXCEPTIONAL EDUCATION



CURRICULUM GUIDE 2024

# YEAR 10

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|           |   |           |
|-----------|---|-----------|
| <b>01</b> | <b>Welcome to Year 10</b>   | <b>5</b>  |
|           | Enabling student choice for future success                        | 5         |
|           | Core subjects (compulsory)  | 6         |
|           | Elective subjects   | 6         |
| <b>02</b> | <b>Arts</b>   | <b>8</b>  |
|           | Visual Arts Overview  | 8         |
|           | Art - Photography and Film  | 8         |
|           | Art - Studio  | 9         |
|           | Art - Visual Communication Design                                 | 10        |
|           | Drama   | 11        |
|           | Music   | 12        |
|           | Music Technology  | 13        |
|           | VCE Art Making and Exhibiting (formally known as VCE Studio Arts) | 13        |
|           | VCE Visual Communication Design                                   | 18        |
| <b>03</b> | <b>English</b>  | <b>22</b> |
|           | English   | 22        |
|           | Literature - Giants of Literature                                 | 24        |
|           | Literature - Modern Literature                                    | 24        |
| <b>04</b> | <b>Health &amp; Physical Education</b>                            | <b>26</b> |
|           | PE - Sports Coaching  | 26        |
|           | PE - Sport Science  | 27        |
|           | VCE Physical Education  | 28        |

|           |  |           |
|-----------|--|-----------|
| <b>05</b> | <b>Humanities</b>                              | <b>32</b> |
|           | Philosophy and Religious Studies - Being Human | 32        |
|           | Commerce – Entrepreneurship                    | 32        |
|           | Commerce - Markets, Justice and Money          | 34        |
|           | Geography - Environmental Change & Management  | 35        |
|           | Geography - Geographies of Human Wellbeing     | 35        |
|           | History - Ancient Worlds                       | 36        |
|           | History - Big Ideas                            | 37        |
|           | History - The Modern World                     | 38        |
| <b>06</b> | <b>Languages</b>                               | <b>39</b> |
|           | Chinese  | 39        |
|           | French   | 40        |
|           | Japanese                                       | 41        |
| <b>07</b> | <b>Mathematics</b>                             | <b>43</b> |
| <b>08</b> | <b>Pathways Wellbeing and Growth Programme</b> | <b>46</b> |
| <b>09</b> | <b>Science</b>                                 | <b>47</b> |
|           | VCE Environmental Science                      | 49        |
|           | VCE Psychology                                 | 51        |

|           |   |           |
|-----------|---|-----------|
| <b>10</b> | <b>Technology</b>                           | <b>54</b> |
| <hr/>     |   |           |
|           | Agriculture and Horticulture                | 54        |
|           | Design and Technology - Resistant Materials | 54        |
|           | Design and Technology - Textiles            | 55        |

# 01 Welcome to Year 10

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## Enabling student choice for future success

Offering an innovative and creative curriculum, the Year 10 programme builds on the skills and knowledge acquired at Timbertop and focuses on fostering the attitudes and attributes that will enable student success in the International Baccalaureate Diploma Programme (IBDP) and Victorian Certificate of Education (VCE).

The programme provides student choice, in both the core and elective components, ensuring strong learning foundations leading into Years 11 and 12, whilst allowing student exploration of new subjects and alignment with interest areas.

Students displaying the appropriate academic ability and maturity may have the option to complete VCE subjects in Year 10.



## Core subjects (compulsory)

In Year 10, students study the core subjects: English, Mathematics, Science and Pathways (wellbeing and growth programme).

All subjects are studied for the entire year.

All students participate in the Pathways programme which occurs in the timetable three times a week. This student Wellbeing and Progress programme is designed to support students as they navigate purposeful choices through the Senior School and beyond. Students will participate in a range of group learning experiences that focus on skills for learning, personal wellbeing, career and tertiary pathways and service.

## Elective subjects

A wide range of elective subjects is offered, providing a complete and balanced range of subjects from all of the major academic disciplines and offering something of interest and value to all students.

Students choose six semester units from the following:

**Elective Subjects that must be taken for both semesters:**

- Chinese, French, Japanese

**Elective Subjects that can be taken in one semester or both:**

- Geography (Environmental Change and Management, and Geographies of Human Wellbeing)
- History (Ancient Worlds, Big Ideas, Making the Modern World)
- Music

**Subjects taken for one semester only:**

- Agriculture and Horticulture
- Art - Photography & Film
- Art - Studio
- Art - Visual Communication Design
- Commerce - Entrepreneurship
- Commerce - Markets, Justice and Money

- Design Technology - Textiles
- Design Technology - Resistant Materials
- Drama
- Literature - Giants of Literature (Semester One)
- Literature - Modern Literature (Semester Two)
- Music
- Music Technology
- PE - Sports Coaching
- PE - Sport Science
- Philosophy and Religious Studies - Being Human

Students are encouraged to maintain breadth in their elective subjects in order to develop a range of skills and a good foundation for Years 11 and 12.

## **VCE Units 1 & 2**

Students who display the academic ability and maturity in Year 9 have the option of completing VCE subjects in Art Making & Exhibiting, Visual Communication and Design, Physical Education, Environmental Science and Psychology.

## **Availability of Subjects**

At the completion of the subject selection process a subject may not proceed if there is an insufficient number of students choosing that subject. The students involved would be informed of the changes as soon as possible

# 02 Arts

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## Visual Arts Overview

In Year 10 Visual Arts, elective choices are:

- Art Studio (Either Semester)
- Photography & Film (Either Semester)
- Visual Communication Design (Either Semester)

For students considering art studies in VCE (Art Making and Exhibiting [formally known as Studio Arts], Media, or Visual Communication Design) or IB Diploma (Visual Arts), at least one Year 10 Visual Arts elective is recommended for entry.

Students are also advised to enrol in at least one term of Life Drawing in the Activities programme.

## Art - Photography and Film

Course Study Either Semester

Prerequisites



There are no prerequisites for this course. Students will be able to borrow School's digital SLR cameras, video equipment, microphones and tripods, however, they may also use their own equipment.

## **Course Description**

In the practical component, students integrate both black and white and digital photography as well as film in the development of a folio and explore a range of photographic and movie making processes. With a focus on design elements they are introduced to composition and a variety of ways to manipulate image using the camera, darkroom techniques and new media technologies. In the appreciation component, students develop research and analysis skills with a focus on specific artists and styles studied. They will gain an understanding of issues in relation to the production, distribution and consumption of media products. The study can be continued either through VCE Media (Units 1-4), or IB Visual Arts.

It may also be used as a foundation for VCE Art Making and Exhibiting or VCE Visual Communication Design.

## **ASSESSMENT**

1. Folio (70%)
2. Research and Analysis (20%)
3. Examination (10%)

## **Art - Studio**

**Course Study** Either Semester

**Prerequisites** Nil

## **Course Description**

This elective focusses on the realisation of creative ideas through the exploration of a broad range of processes. In the practical component, students explore personal responses to a variety of subject matter across two- and three- dimensional artforms. In addition, students are introduced to a variety of presentation techniques and are encouraged to develop imaginative and conceptual responses to selected topics. They are encouraged to develop, refine and confidently implement a range of techniques to enhance ideas and imagery using a broad range of media and materials. In the appreciation component, students investigate

historical and contemporary artists from a range of cultural contexts, and further develop their skills in interpreting and analysing artworks.

The study can be continued either through VCE Art Making and Exhibiting (Units 1-4), or IB Visual Arts.

## **ASSESSMENT**

1. Folio (70%)
2. Research and Analysis (20%)
3. Examination (10%)

## **Art - Visual Communication Design**

Course Study Either semester

Prerequisites Nil

### **Course Description**

Visual Communication Design relates to design in the following areas: publishing, advertising, architecture, product design, package and multimedia design. It has practical applications in environmental, industrial and communication design, as well as engineering. Students explore manual and digital methods to develop and refine presentations. They are introduced to the basic vocabulary of visual communication through practical exercises in advertising, typography, layout, rendering and computer work. Freehand and instrumental drawing techniques are investigated in a series of practical exercises to produce a number of folios. In addition, students research and analyse an example of a commercial visual design, as well as look at various fields of practice within the design area. Creative, critical and reflective thinking supports students to progress through the design process. The study can be continued either through VCE Visual Communication Design (Units 1-4), or IB Visual Arts.

It may also be used as a foundation for VCE Media or VCE Art Making and Exhibiting.

## **ASSESSMENT**

1. Folios (70%)
2. Research and Analysis (20%)
3. Examination (10%)

# Drama

**Course Study** Either semester

**Prerequisites** Nil

## Course Description

Year 10 Drama offers insight into the world of Drama and Theatre Arts. Our introduction to acting skills is complemented by discussions on applied stagecraft, theatre history and play excerpts. Students are involved in theatre games, improvisation and polished improvisation, voice work and movement. Cohesive group work is an objective in the early stages as it fosters confidence, acceptance and experimentation. Concentration on the potential of the individual inside the ensemble evolves into a dramatic production that is performed for a public audience.

Students will learn the elements of theatrical production: stage and set design, lighting, costume, make-up and sound. They will learn theatrical terms; they will read extracts from famous texts and discuss how characters might be realised and where moments of conflict or laughter might occur for an audience. Through rehearsals they will come to a greater understanding of the pitfalls and joys of theatrical performance. They will keep a written journal to record their discoveries and to evaluate their own learning in the theatre.

## Option one: Semester one - Playscript Interpretation

This semester focuses on the interpretation and production of a play, involving all aspects of production processes: conceptualisation; interpretation; realisation; stagecraft and critical analysis.

On completion of this unit, students should be able to: use two areas of stagecraft in the planning, development, season and evaluation of the production of a play; analyse the influences of stagecraft on, and the collaborative processes involved in, the production of a playscript; and analyse and evaluate the relationship between a written play script and its interpretation on stage.

Assessment is based on each student's contribution to class dramatic activities, on the contribution made to the ensemble in performance, on textual analysis, understanding of theatrical terminology and on simple design technique

## Option two – Semester two - Collaborative Project

Students collaborate to create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice. Students will be responsible for two areas of stagecraft for the collaborative piece of theatre.

Assessment is based on each student's contribution to class dramatic activities, on the contribution made to the ensemble in performance, on textual analysis, understanding of theatrical terminology and on simple design technique

*Students can complete both options over the course of the year. Each option is one semester long.*

## Music

Course Study Either Semester

Prerequisites Nil

### Course Description

This course aims to introduce and develop the necessary skills and knowledge in pursuing music as a pathway in either VCE, VET or IB. Through an instrument/s of choice, students will engage with music practically in both a performance and composition context, developing a portfolio of work throughout the course of the semester. Through listening and analysis, students will develop their music language skills, acquiring and using terminology to describe and analyse music from a range of styles and genres. Whilst there is no written examination for this subject, there will be three separate portfolio submissions as well as a performance recital examination.

### ASSESSMENT

There are four Reportable Assessment Tasks for this course, one for each unit of study, as well as the Performance Recital Examination.

These are:

1. Written and Aural Music Language (25%)
2. Listening and Responding (25%)
3. Composition/Creation (25%)
4. Performance Recital (25%)

# Music Technology

Course Study Either Semester

Prerequisites Nil

## Course Description

This course aims to introduce and develop the necessary skills and knowledge in pursuing music as a pathway in either VCE, IB but particularly VCE/VET Sound Production. Using the Ableton Live Digital Audio Workstation software package and live sound reinforcement equipment, students will be guided through a range of topics including digital audio editing, audio processors, effects units, equalisers and filters, mixing consoles, microphones and DI's, connectors and lead types and safe work practices. There is an element of inquiry-based learning through research and analysis production portfolio task. Students are encouraged to enrol in private sound production lessons to consolidate their understanding and further their explorations. This course is a pathway to VCE/VET Music Industry as well as IB Music in the Standard or Higher level.

## ASSESSMENT

There are three Reportable Assessment Tasks for this course, one for each unit of study. These are:

1. Re-mix task (40%)
2. PA set up task (20%)
3. Music production portfolio (40%)

## VCE Art Making and Exhibiting (formally known as VCE Studio Arts)

<https://vimeo.com/825323287>

This VCE subject is available in Year 10, subject to HOF approval.

## Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 Studio Arts or any of the other Visual Arts subjects is highly advisable.

## Overview

VCE Art Making and Exhibiting introduces students to art creation and exhibition methods. Through inquiry learning, students explore materials, techniques, processes, and the ways artworks are made. They learn how art elements and principles contribute to aesthetic qualities and convey ideas visually. Students develop their skills through creating and presenting their own artworks, as well as analysing artworks by other artists. Visiting exhibitions is essential to understanding display and curation practices, influencing students' own art. Responding to artworks in various spaces, such as galleries and museums, is integral to the study. Students gain insights into exhibition design, conservation, and promotion, while appreciating the diversity and different forms of art. They also learn about curating, displaying, and conserving their own and others' artworks. Students become aware of difference and diversity in the views of others working in the arts industry, giving them a stronger understanding of the various forms that art may take.

### What type of projects to expect?

Folio documentation of the production process; artwork production, e.g. paintings, drawings, prints, sculptures, ceramics, analogous and/or digital photography; experimentation with a variety of materials and techniques associated with specific artforms; visual analysis tasks.

### What future pathways there exist?

VCE Art Making and Exhibiting provides pathways to tertiary courses in e.g. Fine Arts, Art History, Art Curatorship, Art Therapy, Advertising and Marketing.

## Course Description

### Unit 1: Semester 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

## **ASSESSMENT**

1. Folios (65%)
2. Research (15%)
3. Examination (20%)

## **Unit 2: Semester 2 – Understand, develop and resolve**

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

## **ASSESSMENT**

1. Folios (65%)

2. Research (15%)

3. Examination (20%)

## **YEAR II : Finished Works examples**

<https://vimeo.com/837806792>

### **Unit 3: Semester I – Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.



## Unit 4: Semester 2 – Consolidate, present and conserve

In this unit students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in – specific art forms. The progressive resolution of these artworks is documented in the student’s Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student’s own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student’s own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations

involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. They document the investigation and review of artworks and exhibitions in their Visual Arts journal.

## ASSESSMENT

1. School-assessed Coursework – Unit 3 (5%)
2. School-assessed Coursework – Unit 4 (5%)
3. School-assessed Task – Units 3 and 4 (60%)
4. End-of-year examination – (30%)

## POSSIBLE FUTURE CAREER OPPORTUNITIES:

• Artist • Curator • Conservator • Gallery Director • Art Theorist/Critic • Animator • Illustrator • Craftsperson • Furniture Designer • Fashion designer • Art Therapist • Cartoonist • Sculptor • Art Teacher • Commercial Artist e.g. Photographer, Illustrator or Concept Artist, as well as a range of careers which require problem solving and creative abilities.

## Year 12 : Finished Works examples

<https://vimeo.com/837808630>

## VCE Visual Communication Design

<https://vimeo.com/825766786>

This VCE subject is available in Year 10, subject to HOF approval.

## Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 VCD and/or 10 Photo/Film is highly advisable.

## Overview

VCE Visual Communication Design focuses on visual language's role in communication, problem-solving, and behaviour influence. Students manipulate type and imagery for specific purposes, audiences and contexts, combining manual and digital methods with design elements and principles. They learn how aesthetics contribute to effective communication and design resolution. Students explore how designers visually communicate concepts in messages,

objects, environments, and interactive experiences. They address design problems to improve services, systems, spaces, and places, using the design process, thinking strategies, drawings, models, and prototypes. Students participate in critiques considering factors like good design, aesthetics, and socio-cultural influences. Human-centered, ethical, sustainable, and culturally appropriate practices are considered. The study aims to nurture future-ready designers by providing them with the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

### **What type of projects to expect?**

Folio documentation of the design process; creation of finished designs e.g. brands, logos, illustrations, posters, flyers, brochures, visual merchandising, publications, signage, displays, objects, packaging, apps, icons, websites, visual interfaces, products, interiors, buildings and other structures; exercises focussing on developing skills and knowledge in observational and technical drawings, as well as, professional computer aided design software; visual analysis tasks.

### **What future pathways there exist?**

VCE Visual Communication Design provides pathways to tertiary courses in design, e.g. Graphic/Communication Design, Industrial/Product Design, Architectural Design, or Advertising and Marketing; design-related studies, e.g. Mechanical, Production and/or Civil Engineering; as well as, other areas of the construction industry requiring an understanding of visual communication.

## **Course Description**

### **Unit 1: Semester 1 – Finding, reframing and resolving design problems**

In this unit students learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. They grasp the value of human-centered research methods, collaborating to understand stakeholders' perspectives and uncover design problems. Students draw on these insights to determine communication needs and prepare design criteria in the form of a brief. Moreover, students learn about the phases of the VCD design process and the modes of divergent and convergent thinking, and how these can be integrated into future design projects. In such projects students use methods, media and materials typically employed in the specialist fields of

communication and industrial design. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

## ASSESSMENT

1. Folios (70%)
2. Research (15%)
3. Examination (15%)

## Unit 2: Semester 1 – Design contexts and connections

Unit 2 builds on prior knowledge of visual communication and human-centered research methods explored in Unit 1. Students apply the VCD design process to design environments and interactive experiences, adopting practices from fields like architecture and interior design. Students learn about the role of interactive designers in user experience (UX) and explore methods, media, materials, design elements, and principles. They develop responsive spaces and interfaces considering contextual factors and user needs. Activities emphasize the connection between design, context, and emotional impact in physical and digital spaces. Historical movements and cultural design traditions inspire students in designing for the future. Design critiques remain crucial, refining skills in articulating and justifying decisions, and providing constructive feedback. Culturally appropriate design practices in Area of Study 2 explore Indigenous knowledge protocols, particularly Aboriginal and Torres Strait Islander design traditions. Students also examine ownership and intellectual property's impact on designers across contexts and specialist fields.

## ASSESSMENT

1. Folios (75%)
2. Examination (25%)

## Unit 3: Semester 1 – Visual communication in design practice

In this unit, students explore the work and processes of designers across various fields of design practice. By examining their work they gain insights into how they create messages, objects, environments, and interactive experiences. They learn about the contexts, relationships, and responsibilities of designers and how they respond to design problems and good design. Students also identify factors influencing professional design practice's evolution and develop practical skills in visual communication. They examine how designers respond to design problems and conceptions of good design, analysing examples and focusing on aesthetic

qualities' purposes, functions, and impacts. This exposure lays the foundation for their investigation of the VCD design process. Students then apply this knowledge to explore the Discover, Define, and Develop phases of the VCD process to address a design problem, using research methods to prepare a brief (defining two communication needs for a real or fictional client) and generate, test, and evaluate design ideas that are refined in Unit 4.

## **Unit 4: Semester 2 – Delivering design solutions**

In Unit 4 students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. They choose how best to present design solutions, considering aesthetic impact and the communication of ideas. Finally, the students choose the appropriate materials, methods, and media to present their final design solutions in a distinct format that addresses the design criteria specified in the brief.

### **ASSESSMENT**

1. School-assessed Coursework – Unit 3 (20%)
2. School-assessed Task – Units 3 and 4 (50%)
3. End-of-year examination – (30%)

### **POSSIBLE FUTURE CAREER OPPORTUNITIES:**

• Animation Designer • Architect • Concept Designer • Fashion Designer • Graphic Designer • Illustrator • Industrial/Product Designer • Interior Designer • Landscape Architect • Multimedia Designer • Set/Stage Designer • UX/UI designer • Web Designer/Developer

### **Year 11 : Finished Works and Folio examples**

<https://vimeo.com/837813018>

### **Year 12 : Finished Works and Folio examples**

<https://vimeo.com/837815897>

# 03 English

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## English

### Course Description

In 'How one should read a book?' (1913), Virginia Woolf describes a library where 'books written in all language by men and women of all tempers, races and ages jostle each other on the shelf', and asks: 'How are we to bring order into this multitudinous chaos and so get the deepest and widest pleasure from what we read?' Attempting to answer this question is essentially the objective of Year 10 English at Geelong Grammar School.

The answer, in the first instance, is critical thinking, or what Roy Peter Clark (2006) has described as the technique of 'X-ray reading' – acquiring a 'special vision' that allows students to 'observe the machinery of making meaning, invisible to the rest of us' – or what Steven Pinker has called 'reverse engineering' through which students can 'see the moving parts, the strategies that create the effects we experience from the page'. Through a close study of poetry, prose fiction, Shakespearean drama, film and media texts, English students at GGS develop skills in analysing and evaluating how language features, images and vocabulary create meaning and contribute to the development of writers' and directors' individual styles.

The second answer to Woolf's question is one she supplies herself: creative engagement. She writes, 'Perhaps the quickest way to understand the elements of what a novelist is doing is not to read, but to write; to make your own experiment with the dangers and difficulties of words.' In creating their own texts, students at GGS experiment with language features, stylistic devices, text structures and images for different purposes and audiences. When creating and editing their texts, students demonstrate their understanding of spelling, punctuation and grammar, and vary vocabulary voices for intended effect.

The third (and final) answer to Woolf's question rests in the fact that while reading may be a solitary act, learning is relational. The emphasis, therefore, in the English classroom at GGS is on creating a community of inquiry. Students practise their speaking and listening skills by

reflecting on, extending, endorsing or refuting their peers' interpretations of and responses to texts. They explain, in spoken form, different viewpoints, attitudes and perspectives, and plan, rehearse and deliver persuasive presentations.

The English curriculum opens with a study of topical issues in the media (like #BlackLivesMatter or social media technologies) and ways that a significant text (like *To Kill a Mockingbird* or *Black Mirror*) may help us respond to this issue. In Term 2, students complete a poetry unit of learning. Examples of these inquiry-based electives are listed below, but these are likely to change from year to year according to the interests of students and the teaching passions of our Year 10 team. Assessments for each of these electives will be common across the cohort. In Term 3, students study Shakespeare's *Macbeth* with focus on the inquiry question: 'Does achieving success mean being happy?' In Term 4, students complete a unit focusing on the craft of creating written texts. This is undertaken with a focus on the ideas framework of 'Writing About Adventure' and is informed by the study of a range of mentor texts sourced collaboratively between students and teachers.

## POETRY ELECTIVES

- What roles do nature and imagination play in your life? A study of Romanticism.
- The Worlds of Heroes. A study of war poetry from the ancient world to the present one.
- Around the world in 18 poets. A study of poetry to emerge from six different continents.

Students intending to progress to English as an Additional Language (EAL) are supported in their language acquisition and consolidation of communication competencies. Special attention is paid to students' communicating effectively in spoken and written English for social and academic purposes. Texts are selected and electives are designed to meet these students' particular literacy needs and to promote cultural and plurilingual awareness – that is, to build students' understanding of the cultural conventions of language use in Australia and to draw on the knowledge and resources of students' first languages and cultures in order to enhance learning.

## ASSESSMENT – Semester 1

1. Responding analytically (40%)
2. Analysing and Presenting Argument (50%)
3. Language and Grammar (10%)

## ASSESSMENT – Semester 2

1. Responding analytically (45%)
2. Crafting Texts (45%)
3. Language and Grammar (10%)

## Literature - Giants of Literature

Course Study Semester One only

Prerequisites Nil

### Course Description

The Year 10 Literature electives are an expansive exploration of the literary canon. Not only do these electives preview senior courses in literature, they equip students with the cultural capital that will benefit their future studies in English and the Humanities, and, possibly, make them interesting and popular dinner guests long into the future!

In Giants of Literature (Middle Ages, the Renaissance & the Romantics), students study a breadth of texts across key movements and genres, from the medieval epic Beowulf and Chaucer's The Canterbury Tales, to the Metaphysical poets of the English Renaissance, to iconic Romantic and Gothic writers of the late-nineteenth century.

Students will be rewarded with a great bird's eye view of how some of the big universal themes of literature have developed over time prior to the twentieth century. Students will also be invited to question how we should 'understand' the literary canon and the voices that are amplified and celebrated.

### ASSESSMENT

1. Responding analytically (50%)
2. Comparing texts (25%)
3. Responding in spoken form (25%)

## Literature - Modern Literature

Course Study Semester Two only

Prerequisites Nil

### Course Description



The Year 10 Literature electives are an expansive exploration of the literary canon. Not only do these electives preview senior courses in literature, they equip students with the cultural capital that will benefit their future studies in English and the Humanities, and, possibly, make them interesting and popular dinner guests long into the future!

In Modern Literature (20th & 21st Centuries), students study a breadth of texts across key movements and genres of the twentieth and twenty-first centuries, from iconic Modernist writers like W.B. Yeats, T.S. Eliot and Virginia Woolf, to popular writers of the Cold War period and modern day.

Students will be rewarded with a great bird's eye view of how some of the big universal themes of literature have developed over time, and how the great canon of literature continues to challenge and inspire our lives in the twenty-first century.

## ASSESSMENT

1. Responding analytically (50%)
2. Comparing texts (25%)
3. Responding in spoken form (25%)

# 04 Health & Physical Education

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## PE - Sports Coaching

<https://vimeo.com/438106531>

Course Study Either semester

Prerequisites Nil

### Course Description

The updated subject explores the concept of greater levels of *practical* application to the course structure. The nine lessons a cycle is managed to enhance the opportunity for all students in the *practical* setting.

Topics will enable students to prepare for VCE Unit 1 and 2 Physical Education as well a direct pathway to VCE/VET Sport and Recreation Certificate II.

In a *real world* setting the study examines skill acquisition to qualitatively analyse performance, with exposure to sport specific technology to create feedback and intervention for improvement.

Through the coach's lens; students will be exposed to knowledge in preparedness for gaining qualification in umpiring and coaching. The outline includes an enduring understanding of injury prevention, ethicality of performance enhancement, with an overarching embedment of positive sports psychology.

Students will be undertaking a significant level of *applied practical* experiences, within *live sporting environments*. These include coaching of younger students within a physical education class, along with umpiring and management of safety within a sporting event.

### Curriculum Structure

### Key Knowledge

- Skill acquisition
- Qualitative analysis and feedback
- Coaching types and philosophy
- Coaching structure
- Injury prevention
- Sports Psychology

### Key Skills

- Technology in sports analysis
- Attainment or preparedness of certificates in:
  - Umpiring
  - Coaching
  - Sports Ethicality
  - Strapping
- Coaching of Year 5&6 students

## PE - Sport Science

<https://vimeo.com/353499212>

Course Study Either semester

Prerequisites Nil

### Course Description

The updated subject explores the concept of greater levels of *practical* application to the course structure. The nine lessons a cycle is managed to enhance the opportunity for all students in the *practical* setting.

This unit introduces required content for *IB Sports, Exercise and Health Science and VET/VCE Sport and Recreation Certificate III*

Students learning of this course generates the enduring understanding of how sport science is used to enhance athlete performance from a variety of Sport Science fields, including the use of data in *sporting application*.

With the provision of biomechanical technology, *hands on* investigation enhances the

understanding biomechanical principles enabling improved / more efficient performance via the manipulation of technique, clothing and / or equipment.

An integral aspect of the course is to investigate the characteristics of the 3 Energy Systems in *real world application*, using GPS tracking systems and technology. This along with exploring the multifactorial fatigue mechanisms that impair the resynthesis of energy during performance of sport.

Students apply theoretical knowledge into *practical* investigation to understand and identify the structure and function of the skeletal and muscular systems from both a health and performance perspective.

## Curriculum Structure

### Key Knowledge

- Physiology
- Biomechanics (movement of the human body)
- Anatomy

### Key Skills

- Technology in sports analysis
- GPS tracking and technology
  - Anatomical referencing and posture assessment

## VCE Physical Education

<https://vimeo.com/825716430>

This VCE subject is available in Year 10, subject to HOF approval.

### Prerequisites

Nil.

## Course Description

### Unit 1: Semester 1 - The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships

between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

## Unit 2: Semester 2 - Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-

based strategies that are effective in promoting participation in some form of regular physical activity.

## ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

### **Unit 3: Semester 1 - Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **Unit 4: Semester 2 - Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual,

and evaluate the chronic adaptations to training from a theoretical perspective.

## ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

# 05 Humanities

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## Philosophy and Religious Studies - Being Human

*How humans understand, believe and act*

Prerequisites Nil

### Course Description

Have you ever stopped to think about thinking? Or had an ethical dilemma? Or wondered why 85% of people on the planet are religious; and what it is they believe? This elective is structured around three key units of study, each relating to specific philosophical and religious understandings of what it means to be human: “body” “mind” and “spirit”. We will investigate the question of “being human” through the lenses of (i) contemporary understandings of personhood (ii) philosophy of religion and ethics (iii) teachings and practices of two major world religions: Buddhism and Christianity. This elective provides pathways to IB Theory of Knowledge, as well as Year 11 History and English Literature courses.

### Assessment:

- Independent research project (20%)
- Essay (20%)
- Collaborative research presentation (20%)
- End of semester in-class test (40%)

## Commerce – Entrepreneurship

<https://vimeo.com/566348469/b3eao59000>

Course Study Either semester

Prerequisites Nil

### Course Description



*'Entrepreneurship is the pursuit of opportunity beyond resources controlled'*

*Professor Howard Stevenson, Harvard Business School*

Ever wondered what starting a business would be like? Here's your chance to find out! The core focus of this elective is to give you the tools and successful industry mentors to help you make this a reality.

This elective will allow you to pursue opportunities and innovations whilst benefitting from excellent internal and external resources. The aim is that you acquire skills and knowledge to become an entrepreneurial leader of a new business idea or an integral part of somebody else's idea. You will learn how to deal with uncertainty, manage innovation and improve the business idea through the application of best practice methods of small business management and new product development.

The course will also include an analysis of your own entrepreneurial capacities, the importance of small business, innovation and enterprise to the global economy, benchmarking of small business performance, as well as the process of new product development and commercialisation via interactive workshops. The fundamentals of accounting, marketing, entrepreneurship and innovation, intellectual property management, and the operations of small business and technology are also covered.

Driven by ambitious standards of excellence, you will:

- aim to become an inspired and/or inspiring leader who will create or help to facilitate opportunities to design and implement
- innovation.
- shape the evolution of innovation in ways that advance the public interest
- champion technological and social innovation towards the achievement of an inclusive and regenerative society.
- partner with social enterprises to co-create culturally informed solutions to community identified challenges.

The entrepreneurship course will provide you with an excellent insight into what the longer-term future may hold for you as an innovator. In the short term it can demonstrate the value of subjects currently available in Year 11 and Year 12 (Business Management, Accounting, Economics (VCE and IB) and Legal Studies).

## ASSESSMENT

- Assessment 1 – Presenting a viable problem (10%)
- Assessment 2 – Business function reflection (20%)
- Assessment 3 – E-Portfolio and Infomercial (70%)

## Commerce - Markets, Justice and Money

<https://vimeo.com/566354458/1984a09aef>

Course Study Either semester

Prerequisites Nil

### Course Description

The Year 10 Commerce course is a semester length subject that focuses on three essential areas: Accounting, Economics, and Legal Studies. The curriculum emphasizes the application of command terms and a deep comprehension of market structure, enabling students to effectively interpret and respond to various types of questions commonly encountered in VCE and IB commerce assessments.

In the Accounting component, students delve into the analysis of income statements, balance sheets, and cash flow statements, gaining proficiency in evaluating business performance. The Economics module provides students with a comprehensive introduction to microeconomics, delving into concepts such as opportunity cost, economic modelling, and the fundamental principles of supply and demand. Through interactive lessons and activities, students develop a solid understanding of economic theory and its practical application to real-world scenarios. The Legal Studies component of the course explores the intricacies of criminal and civil law, equipping students with a thorough understanding of law creation and enforcement. Additionally, students have the unique opportunity to visit the Melbourne Magistrates Court, where they can witness the legal system in action, further enhancing their knowledge and understanding.

Through engaging lessons, self-paced activities and blended learning practices, students develop critical skills and gain practical knowledge essential for navigating the dynamic and evolving world of commerce with confidence. The Year 10 Commerce course offers a robust foundation for future studies in VCE and IB Economics, VCE Accounting, VCE Business Management and VCE Legal Studies, equipping students with the necessary tools for success in their academic and professional endeavours.

# Geography - Environmental Change & Management

<https://vimeo.com/272893345>

Course Study Semester One only

Prerequisites Nil

## Course Description

If you want to better understand the factors that impact our environment, then this is a course for you. You will start by developing your Geography skills and then explore our local coastal environments. Students visit 13th Beach, Barwon Heads and Ocean Grove to learn about the natural and human impacts that effect the three beaches. Following this coastal study, you will undertake a brief overview of weather systems. You will then use your understanding of weather systems to explore climate change and how weather patterns have changed as a result. You will evaluate both the positive and negative impacts of climate change on our environment. An uplifting part of this course is the focus on responses to climate change on both global and local scales. In keeping with the course's theme of environmental challenges and the ocean you will study a unit on marine pollution, looking at the causes and solutions to plastics in our oceans. By doing this course you will get a good taste of both IB and VCE Geography.

## ASSESSMENT:

1. Classwork (20%)
2. Assignment (20%)
3. Field Report (20%)
4. Examination (40%)

# Geography - Geographies of Human Wellbeing

<https://vimeo.com/272893911>

Course Study Semester Two only

Prerequisites Nil

## Course Description

If you ever wondered if Australia is the lucky country or which country or region of the world

you should live in when you get older, then this is the course for you. This course focuses on investigating global, national and local differences in human wellbeing. There are many factors that impact wellbeing and while income is an important one there are many others. Wellbeing is also impacted by an individual's perceptions and feelings about how well they are doing in life, contentment with material possessions and having relationships that enable them to achieve their goals. This unit examines these different concepts and measures of human wellbeing, and the causes of global differences in these measures. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. You will explore programmes designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world. By doing this course you will get a good taste of both IB and VCEG Geography.

#### **ASSESSMENT:**

1. Classwork (20%)
2. Assignment (20%)
3. Field Report (20%)
4. Examination (40%)

## **History - Ancient Worlds**

<https://vimeo.com/353500892>

Course Study Either semester

Prerequisites Nil

### **Course Description**

Ancient civilisations have had a significant influence on our modern world: our perceptions, systems, values, and culture. This semester-length course will explore a number of ancient societies: from Ancient Greece and Rome to Ancient China. If you are interested in different cultures and civilisations, if you like the idea of reading into the hidden meaning of historical artefacts and artworks, this course will suit you. You will have the opportunity to study the people, places, leaders, beliefs, and cultures of these ancient worlds through the artefacts that have been left behind and the work of archaeologists. You will learn how to interpret ancient cultures from a modern perspective, and how to trace fascinating links between ancient worlds and the world we live in now. During the semester, you will engage in a historical

project of your own design which will encourage your own exploration and enhance the development of your research, communication and presentation skills.

This course is an excellent preparation for those students who wish to: study Ancient History VCE in Year 11; develop their historical and critical thinking skills relevant to further study of History and Global Politics in the VCE and IB; begin their journeys to tertiary study and future careers.

## ASSESSMENT

1. Source Tasks 20%
2. Collaborative project 20%
3. Independent research project 20%
4. Examination 40%

## History - Big Ideas

<https://vimeo.com/438110474>

Course Study Either semester

Prerequisites Nil

## Course Description

The period 1300 to 1700 AD witnessed the development of several major movements which brought about a shift in people's perceptions of their place in the world and which went on to shape modern society. Ideas from the Scientific Revolution, the Renaissance and Humanism, the Reformation and the Enlightenment led people to depend less on faith and more on reason. New ideas based on observation and experimentation emerged about anatomy, astronomy, art and architecture as well as notions about how society should be organized and the nature of the universe. This semester-long course will chart a path through the period investigating the key ideas and discoveries of the time to identify turning points in human thought and progress. Students will have an opportunity to consider the origins of these big ideas and the impact they had at the time and on our lives today.

This course provides students with the opportunity to build and develop historical and critical thinking skills crucial to the study of VCE and IB History and the Global Politics VCE course. Many of the themes studied in the elective will also provide excellent contextual knowledge

for Senior studies in the Humanities, English Literature, the Arts and IB Theory of Knowledge.

## ASSESSMENT

1. Research Assignments 40%
2. Class tests 30%
3. Examination 30%

## History - The Modern World

<https://vimeo.com/438108598>

Course Study Either semester

Prerequisites Nil

## Course Description

The twentieth century was a critical period of social, cultural, economic and political development around the world. In this elective students will build on their knowledge from their studies in Year 9 and delve into this exciting period of change, from the end of WWI through to the modern world. There will be an opportunity to investigate two key themes: Conflict and Protest. The conflict unit initially explores the causes and nature of WWII before progressing to investigate a more recent conflict to compare to WWII. Students subsequently study the Civil Rights campaigns in Australia and the USA, before considering other protest movements in the modern world. Throughout the course students will deepen their capacity to critically analyse historical evidence and form coherent arguments. They will also strengthen their understanding of the key historical concepts of change and continuity, cause and consequence and significance. There are opportunities for students to enhance their self-directed learning skills through research projects which incorporate collaboration, creativity, research, and presentation skills. This course has further applications for study of History (IB and VCE) and Global Politics (VCE) and provides valuable context for Year 10 English.

## ASSESSMENT

1. Research Assignments 40%
2. Class tests 30%
3. Examination 30%

# 06 Languages

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## Chinese

Course Study Both Semesters

Prerequisites Year 9 Chinese

*Note: From 2024, VCE Chinese will no longer be available. Learning pathways for Chinese will be through the IB Diploma only.*

### Course Description

Note: This course is **not suitable** to any student who has attended any school where Chinese is the medium of instruction. It is not suitable for first language learners. It is generally expected that a student has a minimum of 120-150 hours pre-course class learning. Assessments prior to the course will take place at the beginning of the year for class allocation purposes.

### CHINESE Continuing

This course is designed for second language students who have limited background and are continuing with their learning after Year 9 Chinese. The aim of this course is to provide students with the foundation for their future study of IB Chinese B. By the end of the course students will be able to understand and exchange information on the following topics: relatives, extended family and appearance, places of living and the weather, illness and injuries and seeking medical advice, describing simple ailments, studying subject and school facility, hobby and occupation, food and drink, eating out and shopping, asking and giving directions.

### ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

## CHINESE Advanced

This course is designed for second language students who have some background and require further development of their skills in order to undertake the study of IB Chinese B. Note: This course is **not suitable** for first language learners. In Semester 1, students will work to consolidate and extend vocabulary on a range of familiar topics relating to personal and family profiles, school and daily life, food and eating habits in a cultural context. In Semester 2, students are expected to participate in spoken and written exchanges with a degree of sophistication and to respond to spoken and written texts in relation to a broad range of topics including, weather report, health and sports, locations and directions, holiday arrangement and experiences. Traditional forms of writing may be used, but students must be able to read simplified characters.

### ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

## French

Course Study Both semesters

Prerequisites Year 9 French

### Course Description

The course continues to develop the four macro skills of listening, speaking, reading and writing. Students communicate appropriately in a variety of contexts and use language in familiar situations to influence the listener and negotiate. They read with understanding a variety of short text types, use communication strategies to cope with occasional unfamiliar words and use information from a variety of sources to write four or five paragraphs, adapting their writing to reflect context, purpose and audience.

**In Semester 1**, content areas include: past and future holidays, camping, ailments, food.

**In Semester 2**, content areas include: transport, shopping, talking about the past.



## ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

# Japanese

Course Study Both semesters

Prerequisites Year 9 Japanese

## Course Description

In order to study Japanese at Year 10 it is expected that students will have completed two to three years of study of the language between Years 7 and 9. This course requires students to have prior knowledge (at least 150 hours) of Japanese and a good grasp of script.

In Semester 1 students learn to exchange personal information with greater detail and sophistication. They are able to extract relevant information from written and oral sources despite the presence of unfamiliar elements. Students are expected to create pieces of work using various discourse forms and styles. The number of Kanji introduced is increased and students consolidate their ability to use all three scripts. Content areas include the personal world, shopping and eating out.

In Semester 2, students participate in a number of oral activities, being able to both give and receive information and communicate orally in the style appropriate to the occasion. More Kanji are introduced and students continue to consolidate their knowledge of the three scripts. Content areas include; life in Japan, sports and activities and directions.

At the end of each unit of work, students are tested on the topic they have studied. The focus of these assessments is on listening and reading. Throughout the units of work students are assessed on their written and oral skills. Assessment tasks, where appropriate, are modelled on the style of assessment used in senior years.

## ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)

3. Reading Skills (25%)

4. Writing Skills (25%)

# 07 Mathematics

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**Course Study** Both semesters, compulsory

## Course Description

The Year 10 Mathematics course follows the Victorian Mathematics Curriculum and is organised into three strands:

**Number and algebra** – Real numbers; Money and financial mathematics; Patterns and Algebra; Linear and non-linear relationships.

**Measurement and geometry** – Units of measurement; Geometric reasoning; Pythagoras and trigonometry.

**Statistics and probability** – Chance; Data representation and interpretation.

Across these three strands students:

- extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. They recognise the role of logical argument and proof in establishing mathematical propositions. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They use exponential functions to model compound interest problems.
- expand, factorise, simplify and substitute into a wide range of algebraic expressions, including linear, quadratic, and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of non-linear relations, including circles with centres at any location in the Cartesian plane.
- solve problems involving surface area and volume for a range of objects and follow proofs of key geometric results involving the application of congruence and similarity. They solve practical problems in two and three dimensions involving right angle triangles, Pythagoras

theorem and trigonometry.

- extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events.
- use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots, in particular with time as the independent variable. They discuss claims made using statistics in various media articles and other reports, on issues of interest.

There is also scope for students to be extended:

- in number and algebra to investigate the structure and properties of number systems, with further analysis of order relations and inequalities. In the study of trigonometry to include an introduction to circular functions and equations, and in the study of indices and exponential functions to include logarithms and logarithmic functions.
- in measurement and geometry towards proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles, or solving three dimensional problems involving surface area and volume of cones, spheres and composite shapes.
- in statistics and probability to explore the concepts of conditionality, dependence and independence in depth, or consider how various measures of location and spread can be used to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error.

**In Semester 1**, students have a choice of three possible courses dependent on their mathematical ability and results from their previous years of study. The Foundation course follows Level 10 of the Victorian curriculum, delivering the basics of the curriculum, in an accessible, straightforward manner, the Standard Level course follows Level 10 of the Victorian Curriculum, and the Higher Level Course follows Level 10A which includes the extension material listed above.

A small number of students who have achieved at the highest level in Year 9 Mathematics may be invited to study VCE Mathematical Methods Unit 1 and 2 in Year 10.

**In Semester 2**, students have a choice of four possible courses dependent on their Semester 1 results and the prerequisites required for Year 11 courses.

*Foundation Level* - Provides opportunities for students to complete a Year 10 course with a focus on a range of mathematics relevant to personal, workplace and community settings. It is focused on preparing students to study the VCE Foundation Mathematics in year 11 and 12.

*Standard Level* – Provides opportunities for students to complete the Year 10 course, without an emphasis on algebraic skills. It is focused on preparing students to study the VCE Foundation and General Mathematics courses in year 11 and 12.

*Standard Level (Algebra)* - Provides opportunities for students to enhance and extend their algebraic skills. It is focused on preparing students to study VCE Mathematical Methods or IB – Applications and interpretation SL or Analysis and approaches SL courses in year 11 and 12.

*Higher Level* – Provides opportunities for students to continue to study extension materials. It is focused on preparing students to study VCE Specialist Mathematics in addition to Mathematical Methods or IB – Applications and interpretation HL or Analysis and approaches HL courses in year 11 and 12.

In each of the Mathematics courses, students are required to: learn, practise and apply mathematical routines and techniques and use them to find solutions to standard problems; creatively solve problems in unfamiliar situations; and communicate mathematics and mathematical findings in an effective manner.

## **ASSESSMENT**

1. Course Term Test (20%)
3. Classwork (30%)
4. Examination (50%)

# 08 Pathways Wellbeing and Growth Programme

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**Course Study** Both semesters, compulsory

## **Course Description**

The Pathways programme supports students as they navigate purposeful choices through the Senior School and beyond. Students will participate in a range of group learning experiences that focus on skills for learning, personal wellbeing, career and tertiary pathways and service. In Year 10, there is an emphasis on connecting to Corio and exploring that which is personally meaningful. Students are supported by a Learning Coach who facilitates the identification and pursuit of targets relating to wellbeing, growth and performance. Each term, students will complete Student Action Plans outlining these targets and the steps towards achieving them.

# 09 Science

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**Course Study** Both semesters, compulsory

## **Course Description**

The Year 10 Science Course follows the Australian Science Curriculum that is organised into three interrelated strands:

- Science as a human endeavour – which focuses on the nature and influence of science
- Science inquiry skills – which focuses on skills essential for working scientifically
- Science understanding – which focuses on the important science concepts from across different areas of science, as outlined below.

**Biological sciences:** The transmission of heritable characteristics from one generation to the next involves DNA and genes. Students describe the role of DNA as the blueprint for controlling the characteristics of organisms and explore the relationship between DNA, genes, and chromosomes. Students use appropriate methods to represent patterns of heredity and predict simple ratios involving Mendelian genetics. The theory of evolution by natural

selection explains the diversity of living things and is supported by a range of scientific evidence. Students outline the processes involved in natural selection and interpret evidence for evolution.

**Chemical sciences:** The atomic structure and properties of elements are used to understand the formation of the Periodic Table. Students investigate the effect of a range of factors on the rate of chemical reactions through experimental design. They develop their skills in predicting the products of different types of chemical reactions and use word and symbol equations to represent these reactions. Self-designed exploration allows students to investigate reactions whilst developing their skills in testing hypotheses, recording and representing data, and analysing results and processes.

**Earth and space sciences:** The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. Students identify the evidence supporting the Big Bang theory and describe how the evolution of the universe, including the formation of stars and galaxies, has continued since the Big Bang. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Students investigate how human activity affects global systems, with particular focus on the causes and effects of the greenhouse effect and climate change.

**Physical sciences:** By investigating the motion of objects students learn to describe and predict motion using Newton's laws of physics. Data collection allows the analysis of everyday motions produced by forces and students use these to understand the links between force, mass and acceleration. Mathematical representations are utilised to provide quantitative data in order for students to test and compare the relationships between moving objects.

**In Semester 1,** the focus is on inquiry skills, including experimental design, data analysis and evaluation, as well as research skills. Students work collaboratively and independently to investigate concepts associated with the various areas of Science detailed above, and apply their knowledge and understanding in a variety of formats.

**In Semester 2,** students select two term-length areas of study, based on their areas of interest, as well as skills and knowledge related to possible VCE and IB Science Pathways.

## ASSESSMENT

Assessment is comprised of coursework (assignments and practical work), common tests and



examination.

## VCE Environmental Science

This VCE subject is available in Year 10, subject to HOF approval.

### Prerequisites:

There are no prerequisites for this course.

### Course Description:

#### Environmental Science Units 1/2

Environmental Science is an exciting and relevant subject that explores the complex interactions between humans and the natural world. Through Units 1 and 2, students will develop an understanding of key environmental concepts, including ecosystems, biodiversity, and sustainability, and investigate the impacts of human activities on the environment.

In Unit 1, students will explore the biotic and abiotic components of ecosystems, including energy flow and nutrient cycles, and investigate the importance of biodiversity and the role of conservation in maintaining ecosystem health. They will also examine the impact of human activities, such as land use change and pollution, on ecosystems.

In Unit 2, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 1 and 2, students will engage in a range of activities, including fieldwork, data analysis, and research, to develop their scientific skills and deepen their understanding of

environmental issues. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

## **Environmental Science Units 3/4**

Through Units 3 and 4, students will deepen their understanding of key environmental concepts and investigate the impacts of human activities on the environment, with a focus on sustainability.

In Unit 3, students will explore the impact of climate change on the environment, including the causes and consequences of global warming, strategies for mitigating its effects, and its impact on biodiversity. They will also investigate the role of human activities, such as agriculture and transportation, in contributing to climate change.

In Unit 4, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

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Throughout Units 3 and 4, students will engage in a range of activities, including data analysis, research, and fieldwork, to deepen their understanding of environmental issues and develop their scientific skills. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

### **ASSESSMENT**

Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

# VCE Psychology

<https://vimeo.com/825748733>

This VCE subject is available in Year 10, subject to HOF approval.

## Prerequisites

Psychology Units 1 & 2 are strongly recommended before Units 3 & 4.

## Overview:

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered to develop an understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

## Course Description

### Psychology Units 1/2

#### Semester 1 – How are behaviour and mental processes shaped – through the lens of Criminal Psychology?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an

understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

This semester culminates in students considering the question are criminals born or made?

## **Semester 2 – How do internal and external factors influence behaviour and mental processes?**

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning

A student-adapted or student-designed scientific investigation is undertaken in Semester 2. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from across the course.

## **Psychology Units 3/4**

### **Unit 3: Semester 1 – How does experience affect behaviour and mental processes?**

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning

and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

#### **Unit 4: Semester 2 - How is wellbeing developed and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

#### **Scientific Investigation**

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format

#### **ASSESSMENT**

Assessment is comprised of coursework and examination.

# 10 Technology

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## Agriculture and Horticulture

Course Study Either Semester

Prerequisites Nil

### Course Description

The Corio campus is set on approximately 202 hectares of semi-rural land, approximately 23 of which is used as farming land. It is well suited to provide students with an ongoing opportunity to continue with a broad range of agricultural and horticultural studies. Students develop their knowledge and practical skills by their involvement with sheep for wool production, intensive vegetable growing and poultry for egg production.

Students are offered one semester to study these subsystems. Semester 1 is offered during summer and autumn and Semester 2 is offered during winter and spring. Therefore the fieldwork will vary, depending on the operations occurring during that season.

The intention of the subject is to develop and continue to use a sustainable approach when conducting practical work by improving the natural resources of the farm.

Students will have the opportunity to acquire beneficial skills and experiences within a semi-rural environment, to develop decision-making strategies and to be involved in the ethics of farming practices. Knowledge gained will be of great benefit to students for current and future studies.

### ASSESSMENT

1. Coursework (70%)
3. Examination (30%)

## Design and Technology - Resistant Materials

Course Study Either semester

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**Prerequisites Nil**

### **Course Description**

In this course, students learn how to design and manufacture a number of products by working with various materials, components, tools and equipment. They learn about technological development and the design principles involved in traditional and modern manufacturing industry. They acquire skills in the application of a variety of techniques and processes while working with CAD, wood, metal, plastics and computer controlled laser and 3D printers. Learning how to design sustainably and present their findings in a range of mediums.

Students examine how specific systems are designed and applied to achieve particular outcomes through the use of tools, and CNC equipment. They record their progress in a folio of design and development work. The course includes an excursion to experience industrial design at first hand. Students investigate design-related topics and report on their findings.

### **ASSESSMENT**

1. Coursework & Practical 70%
2. Examination 30%

## **Design and Technology - Textiles**



**Course Study** Either semester

**Prerequisites Nil**

### **Course Description**

In this course, students are encouraged to develop their skills in the design and manufacture of textile articles and garments using a variety of decorative surface techniques and a combination of hand and machine processes. The surface techniques include printing and painting on fabrics and embroidery and decorative stitching.

Through a range of activity-based projects students develop their skills in design and manufacture using domestic and computerised sewing machines. They record their progress in a folio of design and development work. In addition students are required to complete research assignments based on cultural, historic and technological aspects of costume and clothing.

## ASSESSMENT

1. Coursework & Practical 70%
2. Examination 30%