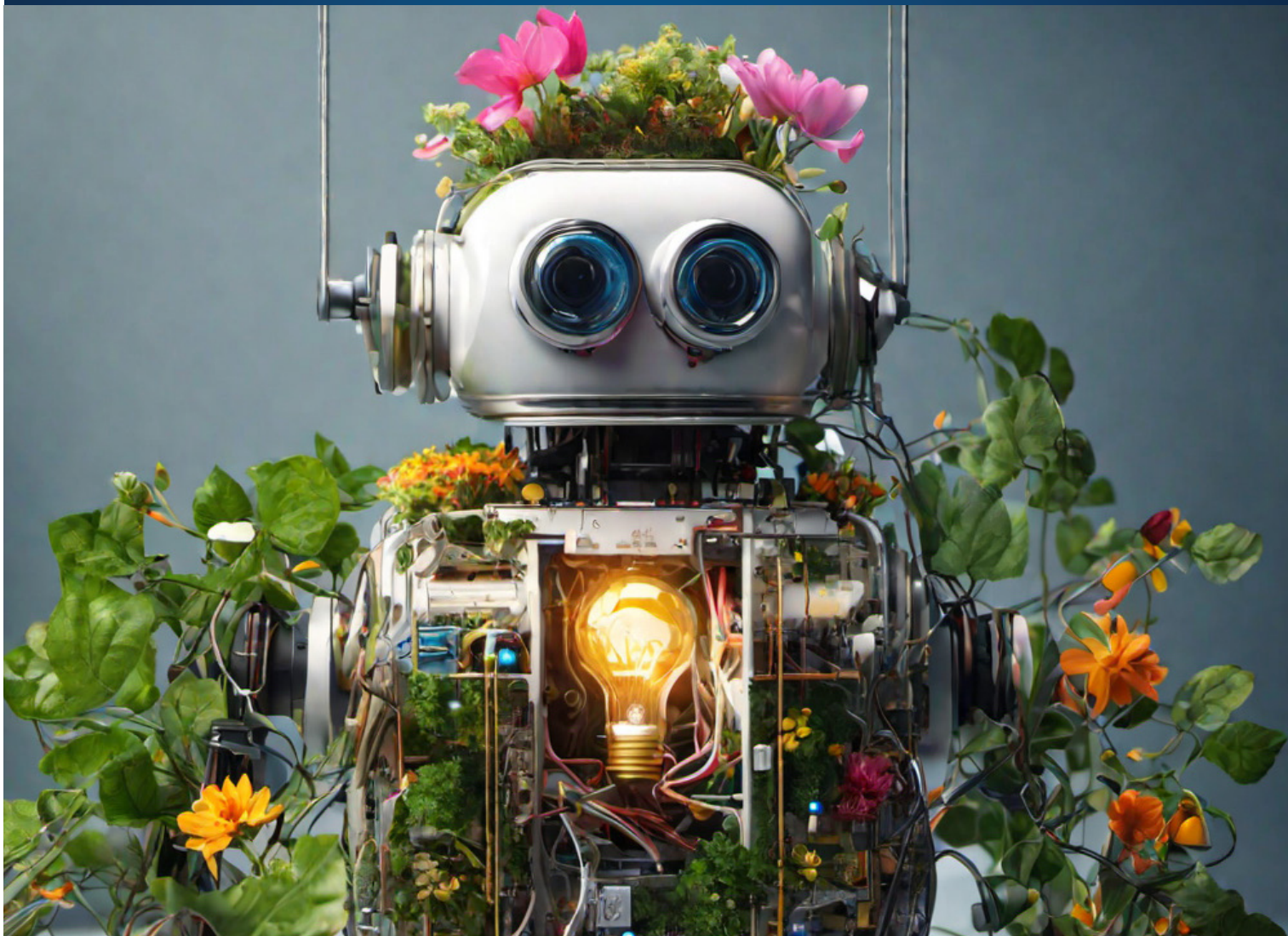




**St Leonard's College**  
An education for life.

# Year 10 Course Guide

## 2025





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**Front cover:**  
Indiana Rodgers-Wilson Year 10, 2023  
VCD  
*AI integrated digital image*

# Introduction

**Welcome to Year 10 in 2025. This Course Guide provides details of the subjects available in 2025 and will be a useful reference in selecting your course of study for Year 10.**

Students in Year 9 undertake a number of elective subjects, and this degree of choice extends into Year 10 as students enter Senior School. This course guide gives details of core subjects, elective subjects, and the process of making those elective choices for Year 10. It is a useful resource and should be retained for reference next year. The structure of the elective program is different from Year 9. Please read the whole of this booklet before considering your choices. If you have any queries please contact Susanne Haake, Director of Academic Development, at [susanne.haake@stleonards.vic.edu.au](mailto:susanne.haake@stleonards.vic.edu.au).

## Curriculum Structure and Transition Sequence

Year 10 represents the start of Senior School within the secondary school curriculum. In Years 11 and 12, students have a broad range of choices to cater for their individual talents, needs and future directions. In Years 9 and 10 students are introduced to some choices to allow them to pursue subjects of interest or areas in which they have a particular talent.

As required by the Australian Curriculum, students study English, Mathematics, Humanities, Commerce and Science within their core. In Year 10, elective subjects are drawn from the areas of Languages, Arts, Health and Physical Education, and Humanities. Students are required to have a balance of areas of study within their choice of elective units. This ensures a breadth of education and the greatest range of choice for subjects in Years 11 and 12.

Year 10 provides an excellent foundation for students to make an informed choice about their subjects in Years 11 and 12 and their choice of program, ie: the International Baccalaureate Diploma Programme (IBDP) or the Victorian Certificate of Education (VCE).

The IBDP is a two year-program in which students take six subjects including a modern language, a science, and a humanities subject, along with mathematics and an English unit.

In the VCE program students choose up to 22 semester length units over a two or three-year period and each unit is assessed using a variety of assessment tasks.

Many of the Year 9 and 10 elective units provide a foundation for later VCE units and students should bear this in mind when planning courses. A summary of the units and subjects offered at St Leonard's College for Years 11 and 12 is contained in this booklet.

# Introduction – Continued

## Year 10 Core Subjects

Year-long subjects:

- Commerce\*
- English/English as an Additional Language (EAL)
- Health and Physical Education
- History/Geography\*
- Mathematics
- Science
- Sport

\* Semester-long subjects

## Year 10 Electives

All Year 10 Electives are Semester-long subjects

- Ancient Greece: Gods, Heroes, Ruins
- Art
- Computer Projects
- Contemporary Manufacturing
- Drama – The Performance Project
- Food Science
- Future Technologies
- Geography of Conflict
- Health – What the Health?
- History – The Banality of Evil
- Journalism – A Nose for the News
- Languages Other Than English (see next page)
- Linguistics – The Science of Language
- Literature
- Media
- Microbiology and Forensic Science
- Music – Performance and Styles
- Outdoor and Environmental Studies
- Sport Science
- Textile Art
- The Music of Film and Media
- Visual Communication Design
- VCE Units 1 and 2 Subjects (see next page)

# Introduction – Continued

## LOTE

Taken as a two-unit sequence:

- Chinese
- Chinese Second Language Advanced
- French
- Spanish

## Year 11 Units

VCE Units 1 and 2 subjects taken as a two-unit sequence over two semesters:

- Accounting
- Applied Computing
- Art Creative Practice
- Biology
- Business Management
- Chemistry
- Chinese First Language
- Chinese Language Culture and Society
- Chinese Second Language Advanced
- Classical Studies
- Drama
- English
- English as an Additional Language (EAL)
- English Language
- Economics
- Food Studies
- French
- Geography
- Health and Human Development
- Modern History
- Legal Studies
- Literature
- Mathematics - General Mathematics
- Media
- Music
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Politics
- Spanish
- Systems Engineering
- Visual Communication Design
- VET Creative Digital Media\*

\*VET Creative Digital Media will only run subject to viable student numbers

# Introduction – Continued

## Choosing an Elective Program

Students should reflect on their experiences at Year 9 and plan a program for Year 10 that builds on their strengths and provides breadth to maintain their options for Years 11 and 12.

In reading through this curriculum guide, students should identify their strengths and weaknesses, their areas of interest, and areas that might provide prerequisites for further studies. For example, students may wish to choose one unit of a subject they may wish to undertake in Year 11. Having identified the individual factors that affect their personal choice, students should consult their parents and teachers for advice.

VCE units have been introduced into the elective choices to provide an experience of the type and level of work students can expect in the following year in the IBDP or VCE, or to provide for some extension in Year 10. Choosing a VCE unit can provide a useful, but not necessarily prerequisite, experience for VCE units or IBDP subjects in Year 11. By opting for a VCE subject, students are not locking themselves into the VCE program for Year 11, as they also provide good preparation for IBDP subjects. Only academically capable students should consider this option.

## Year 10 Subject Selections

### Considerations for electing a VCE Units 1 and 2 Subject

Students entering Year 10 in 2025 have access to information to assist them in choosing their pathway and subjects. This includes:

- Year 10 2025 Information Night (4 June at 7.00pm)
- Year 10 2025 Mini VCE Booth Morning (26 June in the MEC)
- Information Assemblies looking at the VCE and IBDP programs
- Mentor support to discuss careers and pathways

Some students elect to study a VCE Units 1 and 2 subject as part of their Year 10 program. Students will be considered eligible if:

1. The VCE subject is offered by the College through the Year 10 course handbook.
2. The student has achieved a 'B' average across their Year 9 subjects in Semester 1.
3. Students who do not meet the criteria in point 2 above, will be considered if their Approaches to Learning and attendance record reflect, in the judgement of the Head of Senior School, the discipline necessary to successfully undertake a Unit 1/2 subject.

# Introduction – Continued

Once submitted, subject selection forms are reviewed by the Head of Year 9 and the VCE Coordinator. Particular attention is paid to students wishing to undertake the following VCE subjects: Economics, Chemistry, Physics, Politics, Literature, Visual Communication Design and Biology. This is to ensure that students have the necessary Approaches to Learning, as well as attendance record, to successfully undertake these subjects.

Students who satisfactorily complete a VCE Unit 1 and 2 subject in Year 10, will be able to continue with the corresponding VCE Units 3 and 4 subject in Year 11 should they choose to do so.

Students who do not study a Language or a Year 11 level subject, must choose a minimum of four units from the electives on offer. How those four electives can look, can be summarised as follows:

- Electives listed on page 4 are single session units and run for one semester each
- A language subject must be taken as a whole year sequence and is taken over two semesters and represents two electives
- VCE Units 1 and 2 or a VET Units 1 and 2 subject, listed on page 5, must also be taken as a whole year sequence and represent two electives

The arrangement of the timetable is determined by the choice combinations of students. This process maximises our ability to provide students with their first elective preferences.

*NB: Students must achieve a satisfactory grade in Unit 1 subjects during Semester 1 to continue with Unit 2 in Semester 2. Review of progress and commitment will occur during Term 2.*

An elective will only run provided there are a viable number of students. In cases where an elective will not run due to insufficient numbers, families will be contacted so that an alternative can be selected. Some electives may only run in one semester.

Students are encouraged to carefully follow the guidelines on their Web Preference Access Guide.

Please note that due to timetable considerations, the specific program may not be in the session order that the student has indicated. Subject choices will be confirmed prior to the commencement of transition classes.

If you have any questions about any of the content, please refer to the list of Contacts on page 51.

# Commerce

## Core subject

The Commerce course will explore four units - Legal Studies, Business Management, Accounting and Economics.

### Legal Studies

Students will explore the criminal justice system. They will be able to identify and explain police powers, individual rights, forensic procedures, elements that make up a crime, different types of crime that exist, court hierarchy and the key people who are involved in the criminal justice system. Students will also explore the impact crimes have on the victim and society.

### Business Management

Students will explore the way in which innovation and enterprising behaviors influence business success. They will be able to identify how innovation can help businesses establish competitive advantage and explore the different stakeholders that affect the performance of business. The unit concludes with understanding the role of businesses in the economy and how they contribute to the economic and social wellbeing of a nation. Throughout the unit, students will participate in the ASX School's Share Market game. This activity introduces the principles of investing capital into a business to generate both a passive income and capital gains for individual investors.

### Economics

Students will learn about the fundamental economic concepts of scarcity, choice and opportunity cost and be able to apply these concepts to real-life case studies. In addition, they will learn about consumer behaviour and the emerging field of behavioural economics. The unit concludes with an introduction to macroeconomic concepts and the role of international trade.

### Accounting

Students will learn about the purpose of accounting and consider the importance of accounting information for various stakeholders. In addition, they will also learn about the five accounting elements, the accounting equation, how to prepare and interpret financial reports, sources of finance, and budgeting.

### Assessment

A variety of tasks will be assessed. This will include unit tests, an outline of an innovative business idea, legal studies case study and an end-of-semester exam.



# English/English as an Additional Language (EAL)

Core subject

## Aims

The Year 10 English course aims to enhance writing skills in a variety of styles, develop the technique of the formal literary essay, and polish syntax and the conventions of written English. The course encourages students to listen carefully and speak clearly and coherently; read fluently and with perception; develop sophistication in their word choice; respond perceptively to different literary, multi-modal, and non-print texts, including popular culture; read newspapers regularly; and take a more informed interest in current issues.

The course aims to prepare students for IBDP Literature, IBDP Language and Literature, VCE English, VCE English Language and VCE Literature.

## English as Additional Language (EAL)

The Year 10 English as an Additional Language course, aims to develop the macro language skills of listening, speaking, reading, and writing. Students will learn to write in a variety of styles, develop the technique of the formal literary essay, and continue to enhance syntax and the conventions of written English. The course encourages students to listen carefully and speak clearly and coherently; read fluently and with perception; respond perceptively to different literary, multi-modal, and non-print texts, including popular culture; read newspapers regularly; and take a more informed interest in current issues.

The course aims to prepare students for VCE EAL and Language A/B in the College's IB program.

## Content

Texts form the basis of study and could include the following:

- *The Song of Achilles*
- Teacher choice: Film, poetry, story texts
- *Macbeth* by William Shakespeare
- Argument Analysis: a variety of media texts

# English/English as an Additional Language (EAL) – Continued

## Core subject

### Learning and Teaching Methods

The course recognises the multiple intelligences and different learning styles of individual students and utilises a range of different teaching and learning methods. The treatment of texts is varied to allow diversity in individual responses from students and different teaching approaches by individual teachers.

Oral work: Class discussions, group work, individual talks, performance of extracts from Shakespeare in a group, reading aloud, debating, public speaking competition.

Written work: Continued development of the literary essay and formal essay technique; writing within a time limit in test conditions; and further development of writing in a variety of genres, such as journalism, reviews, narrative, autobiography, instructional writing, informative writing, persuasive writing, analytical writing, imaginative writing, poetry, and dialogue.

Reading: Set English texts will be read as homework. Students are expected to read widely beyond the set texts – fiction, non-fiction, newspapers, and multi-modal texts.

### Assessment

- Homework
- Essays
- Writing in a variety of genres
- Language analysis
- Research
- Open-ended tasks to suit individual learning styles
- Examinations each semester (2 hours) - essays on set texts and work, on language analysis of current media issues

# Geography

## Core subject

The Geography course has been developed to provide a natural flow of concepts and skills from the 7 – 9 course. It investigates conceptual topics of disparities in wealth and development and human wellbeing and change. It then moves on to look at the impact that human interactions can have on different environments using a practical and contemporary framework. Students will cover three core areas which encompass overarching concepts of 'Geographies of Human Wellbeing' and 'Environmental Change and Management'.

The first area discusses what makes a good life and how different people perceive the quality of their life in different ways. Students will identify different population structures and the impacts these can have on the development of a country as well as how to represent changes that occur within this structure.

They will then examine the impact that different factors have on the level of development in a country and between countries. The final discussion point will look at the impact of gender on wellbeing within a location. It will allow students to look at the different levels of development that exist within Australia.

The second focus for this semester long study will be the area of environmental change and management. They will study environmental outcomes of human habitation of the earth, such as climate change and the possible ways that this could be reduced. Students will then investigate the impact that these environmental challenges have on development. They will study land, inland water and marine environments, including different pollution events such as the Great Pacific Garbage Patch and the cross boundary nature of waste disposal from one area to another.

Students will also explore coastal margins and the processes that have helped forge them, as well as the impact these then have on community settlements along the coast.

As part of these studies, students will participate in practical fieldwork activities which enable them to look at wellbeing between different suburbs of Melbourne.

## Skills

Through the study of Geography, students will develop skills in:

- Acquiring, processing, and communicating geographical information
- Choosing and applying appropriate geographical tools
- Carrying out fieldwork research and application

# Geography – Continued

Core subject

## Knowledge and Understanding

Through the study of Geography, students will develop knowledge and understanding about how people and communities modify, and are affected by, the environment. They will also learn about:

- How physical, social, cultural, economic, and political factors shape communities, including the global community
- Analysis of contemporary world events and issues in terms of their ecological and spatial dimensions
- Application of geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
- Descriptions of physical, social, cultural, economic, and political issues at a range of scales

## Assessment

The overall assessment for this subject consists of a combination of:

- Field work report
- Extended response writing task
- Test
- Research task
- Classwork
- Home learning tasks
- Examination

# History

## Core subject

### The Modern World and Australia

This course provides a study of the history of the modern world from 1901 to the present, with an emphasis on Australia in its global context. The transformation of the modern world provides a context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The course begins with students examining the interwar period (1918-1939) to understand why another global conflict occurred. Then, through an examination of significant events of World War II, students learn about Australia's involvement in a range of different theatres of conflict. Students will investigate the treatment of European Jewry in the Holocaust and contemplate how this event, and World War II as a whole, helped shape Australian society in the second half of the 20th Century.

Australia's changing immigration policies will be studied, and students will be asked to contemplate how the community moved from the White Australia Policy to multiculturalism. Finally, students will be introduced to the Australian Civil Rights Movements in the 20th Century and asked to consider the changes and continuities in the rights of First Nations Australians across the century.

Through completion of this subject, students will gain a broad understanding of the 20th Century, as well as an in-depth knowledge of particular aspects of Australia's modern history that shaped today's society. Through a study of history, students will develop valuable and transferable research, critical thinking and analytical skills that are vital to a range of subjects in the senior years.

### Assessment

- Classwork and home learning
- Source analysis
- Research project
- Essay
- End-of-semester examination

# Health and Physical Education

## Core subject

### Aims

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety, and physical activity participation across their lifespan
- Develop and use personal, behavioural, social, and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply, and evaluate movement skills, concepts, and strategies to respond confidently, competently, and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally, and globally

### Course Structure

In each term, a health concept is explored in two to three lessons, with the remaining Health and Physical Education (HPE) lessons devoted to practical PE classes.

### Health Content

The Health aspect of this course is predominantly theory based and students will learn about the various health concepts explored in the following units:

- Global perspectives on health
- Mental health
- Sexuality
- Substance abuse

# Health and Physical Education – Continued

Core subject

## Physical Education Content

The Physical Education aspect of this course is predominantly practical, in which students will learn the skills and knowledge required to lead an active and healthy lifestyle. Students will experience an array of physical activities, including individual and team pursuits. Activities are blocked into rotations of Fitness for Life, Community Sport and Recreational and Leisure Pursuits. Within the units, activities may include boxercise, spin, pilates, mountain biking, circuit, barbell class, and yoga. Recreational pursuits may include golf, squash, badminton, martial arts, fencing as well as a variety of ball sports. Students reflect on the challenges and rewards of each of these practical experiences.

## Assessment

Assessment and reporting are based on a variety of assessment rubrics, including:

- Classwork and collaboration
- Written task
- Group video presentation
- Participation in practical classes

There is no semester examination for Health and Physical Education.

# Mathematics

## Core subject

Mathematics provides students with access to important mathematical ideas, knowledge, and skills, as well as the basis on which further study and research in mathematics and applications in many other fields are built.

At Year 10, mathematics courses are designed to prepare students for the demands of the IB Diploma Programme or VCE mathematics subjects.

## Year 10 Mathematics Courses

Students will be selected for a Year 10 Mathematics course based on their performance in Year 9 Mathematics. Most students will study the 10A course. The other courses will be offered to selected students and finalised in consultation with the student and their parents. In Year 10 the four courses of study that are available are as follows.

### Mathematics Level 10A

The majority of students in Year 10 study a combined course of Levels 10 and 10A of the Victorian Curriculum. This course is a compulsory pre-requisite for students wishing to have the option to study VCE Mathematical Methods, VCE Specialist Mathematics, or IBDP Analysis and Approaches SL or HL in Years 11 and 12. There will also be an enrichment class in this category, depending on students' performances in Year 9 Mathematics. The content is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Students will be informed of the specific topic areas at the start of the academic year.

### Mathematics Level 10

Based on teacher recommendations, some students may be given the option of studying a course that covers Level 10 only of the Victorian Curriculum. This course allows a pathway to study VCE General Mathematics Units 1 and 2 in Year 11 and VCE General Mathematics Units 3 and 4 in Year 12. This is not a suitable course for students who wish to have the option of studying VCE Mathematical Methods, VCE Specialist Mathematics, or IBDP Mathematics subjects.

### Accelerated Mathematics

An accelerated group will undertake the VCE Units 1 and 2 Mathematical Methods course. This course is by invitation only and selection will be based on students' performance in the Year 9 Enrichment Mathematics programme (and in rare cases Year 9 Standard Maths). Mathematical Methods provides a course for students of mathematics who enjoy the challenge of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are functions and graphs, algebra, calculus, and probability and statistics.



# Mathematics – Continued

Core subject

## VCE Units 1 and 2 Foundation Mathematics

For students who have studied Foundation Mathematics in Year 9, the College offers the opportunity for students to study VCE Units 1 and 2 Foundation Mathematics in Year 10. This course provides for students who wish to continue to develop their mathematical studies and who may only wish to undertake VCE Foundation Mathematics at Year 12 level. Students who perform at an 'A' standard may have the option to study VCE General Mathematics in Year 11 which can then lead into General Mathematics in Year 12. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts. The areas of study for Units 1 and 2 are space, shape and design, patterns and numbers, and data and measurement.

## Learning and Teaching Methods

In mathematics, students expand their thinking in more formal ways by becoming involved in processes such as critical and creative thinking and problem solving, in addition to formal, explicit teaching of skills. The ability to explain their reasoning and the correct use of a formal academic language, such as mathematical notation, takes on more importance in Year 10. All students at this level, except the Foundation Maths class, are expected to use a Computer Algebra System (CAS) calculator, as listed on the booklist, to enhance and support their mathematical learning.

## Assessment

Formal assessment for students in Level 10 or Levels 10 and 10A groups will be based on students' achievements on graded assessment tasks that could include topic tests, problem solving tasks and the semester examinations.

Assessment for VCE Mathematical Methods and VCE Foundation Mathematics will be based on the student's performance on a number of assessment tasks, which will be detailed by teachers at the start of the academic year.

# Science

## Core subject

This course covers the major science branches of the biological, chemical, physical, and earth and space sciences. The course is organised so that each topic is taught by a specialist in that field, bringing a passion for the subject and a depth of knowledge to the students. The course is designed to be relevant both to those students who do not intend to follow science-based careers, and also those who do.

Students are challenged to examine scientific concepts and to understand the science which underpins their lives. A key element of the course involves students designing and carrying out their own practical investigations. They analyse quantitative and qualitative data, using information communication technology where appropriate, to form conclusions consistent with scientific theories and ideas. Science as a human endeavour is also explored through advances in scientific understanding.

Students evaluate how advances in science and technology have affected society and the environment and use scientific knowledge across a range of sciences to critique claims and propose responses to contemporary issues. They communicate scientific ideas consistently using correct scientific language and demonstrate the ability to use scientific evidence in their decision making and in developing arguments about science-related issues.

The course is divided into four parts. During the first three components students learn about Biology, Chemistry and Physics. During the fourth component students select two short options depending on their interests. Information about these options will be given to students during the year so that they have a chance to cover the other areas of Science before they make their selection.

The following units are covered prior to students selecting options:

- Genetics and DNA
- Evolution
- Energy
- Motion
- Atomic structure
- Chemical reactions

## Assessment

Students are assessed in a variety of ways including topic tests, projects, assignments, and end of semester examinations. Other tasks are set as required in order to give students the best possible chance to apply their knowledge from the classroom to the real world.

# Sport

## Core subject

The Association of Coeducational Schools (ACS) was founded in December 1997 to provide students with opportunities to participate in interschool sport.

St Leonard's College is a founding member of the ACS and participation in ACS sport is compulsory for students in Years 7 to 11, though it is optional for Year 12 students.

Year 10 (Senior 10-12) ACS Sport is played each Wednesday afternoon. There are two seasons of sport – summer and winter. The summer season is in Term 1 (pre-season training commences in Term 4 of the previous year) and the winter season is Terms 2 and 3.

Students are required to play games (home and away) or train each Wednesday throughout the year.

## Match Times

Games start at 2.30pm and finish at 4.00pm. Cricket is the exception, which starts at 2.00pm and finishes at 4.30pm. Students return to school by approximately 4.30pm for home games and 5.30pm for away games. On training days, students finish at 3.35pm.

Some of the main aims and learning outcomes of the program include:

- Developing the students' skills, knowledge of sport, fitness, and teamwork
- Students learning to work together with their coach and teammates, and become a reliable and valuable member of a team
- Students develop a lifelong love of participation in sport whereby they continue playing and being physically active after they leave the College

# Sport – Continued

## Core subject

The sports provided throughout the Senior School program are listed below:

	Girls	Boys		Girls	Boys
Summer	Mixed Lawn Bowls	Basketball	Winter	Basketball	Football
	Soccer	Cricket		Football	Soccer
	Softball	Futsal		Futsal	Tennis
	Tennis	Hockey		Hockey	Volleyball
	Volleyball	Mixed Lawn Bowls		Mixed Badminton	
	Softball		Netball		
	Table Tennis		Table Tennis		

Students also participate in House Sport (Swimming, Athletics and Cross Country) and have the opportunity to represent the College in the respective ACS Carnivals.

If you require more information, please contact Tony Kiers, Head of Sport by phone on 9909 9469 or via email at [tony.kiers@stleonards.vic.edu.au](mailto:tony.kiers@stleonards.vic.edu.au).

# Ancient Greece – Gods, Heroes and Ruins

Elective

## Course Outline

The world of ancient Greece was full of stories about gods and goddesses, heroes and fate. They sought to explain the world around them and make sense of who they were. This course, a mix of history, archeology and philosophy, aims to not only learn about the peoples of the past, but to learn from them.

Students will examine both ancient and modern works exploring topics such as the twelve Olympians, Atlantis, the Minotaur, and tragic stories of love, pride and betrayal. They will conduct debates and retell stories using ancient methods, practice how to decipher prehistoric writing and learn about ancient schools of philosophy. Through the use of interactive digital tours, students will visit the historical locations studied and see them as they were in the past.

In studying classical works, students develop skills in textual and historical analysis, challenging assumptions, thinking creatively, and constructing arguments. These skills are valuable and transferable across a range of disciplines such as English, History, Art and Legal Studies. The spirit of this inquiry into classical works creates rich opportunities to learn about the past and to gain a clearer understanding of the present world.

## Course Aim

This study enables students to:

- Understand the multidisciplinary nature of historical research
- Develop an interest in the classical world and an understanding of its enduring significance
- Develop an understanding of the socio-historical contexts of classical works
- Analyse, compare and evaluate classical works
- Analyse a range of perspectives and emphases in classical works
- Examine ideas of contemporary relevance through classical works

# Ancient Greece – Gods, Heroes and Ruins – Continued

Elective

## Skills

- Describe the content of selected myths
- Explain the relationship between classical works and their socio-historical contexts
- Analyse the functions of and ideas revealed/presented in selected myths and classical works
- Explain the ways in which myths and ideas in classical works were communicated
- Research an archaeological site associated with selected myths and explain the relationship between myth and archaeology
- Construct an argument using evidence from selected myths, classical works, and archaeological sites
- Consider the historical basis of a myth using the archaeological record
- Research the socio-historical context of classical works
- Analyse ideas and explain techniques used in classical works and their relationship to their socio-historical context
- Analyse ideas and explain techniques used in works from a later period and their relationship to their socio-historical context
- Evaluate the influence of classical works on works from a later period and use them to construct an argument

## Assessment

Demonstration of a student's achievement will be based on the student's performance on a range of assessment tasks, which might include:

- Source analysis quizzes
- Essays
- Written analysis
- Short-answer responses
- Multimedia presentations

# Art

## Elective

Artworks and visual language are a dynamic means for students to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on issues in contemporary society.

The creative process involves critical and creative thinking, and is fundamental in making and responding to Art. Through the study of artworks, artists and their role in society, students develop their individual art practice using traditional and contemporary approaches. Students follow the creative practice that encompasses research and exploration, and the development and experimentation of ideas, materials and techniques.

Students work in a range of two and three dimensional artforms to refine and resolve original artworks. Reflection and evaluation of their artistic practice takes place throughout the creative process as they hone their individual approaches.

Students will investigate significant contemporary Australian and First Nations artists, as well as renowned artists of the 20th century. They will develop their literacy skills through the observation and analysis of artworks using art terminology and subject-specific language.

It is expected that students will have up to two hours home learning each week through the recording of researched information, annotated design development and creative experimentation, and the maintenance of production records in a visual diary. This course assists in the practical and theoretical preparation of students who wish to study VCE Art Creative Practice, VCE Media, VCE Visual Communication Design or IBDP Visual Arts.

## Assessment

The Art course will be assessed through:

- **Visual Diary:** Students will submit evidence of their research and exploration, development and experimentation, refinement, and resolution of their creative practice. This will include conceptual ideas, exploration of subject matter, sketches, diagrams, composition designs and recording of practical experimentations. Examples of influential artworks from relevant artists will also be incorporated into this presentation. Entries are to be accompanied by annotations explaining their relevance. Students will track the design and production of their artworks with annotated photographs
- **Resolved Artworks:** Students submit a collection of resolved artworks throughout the semester
- **Written examination**

# Computer Projects

## (Applied Computing)

Elective

### Aims

Primarily utilising the Problem Solving Methodology that is used in most software solutions, students will complete three projects, then have the opportunity to create a computer project of their choice. The three small projects include:

1. Augmented reality using mobile phones.
2. Interactive Virtual Reality program.
3. Unity-based user experience.

Students focus on developing broad and specific Digital skills to create purpose-designed solutions for an audience. They will learn advanced programming languages such as C#, and the program Unity. This program focuses on understanding component programming, mathematics and physics, as well as design. They will also understand more comprehensively the impact the solutions will have on the modern world.

Throughout the semester, students will participate in deep level inquiry to boost their knowledge of programming.

Key knowledge and skills:

- Applying the Problem Solving Methodology
- Investigating the roles of hardware and software
- Designing and developing a Virtual Reality program
- Developing an Augmented Reality program
- Project management
- Algorithmic thinking and implementation in code
- Designing and implementing code
- Component based thinking and programming
- Familiarisation with interaction and impacts of technology



# Computer Projects

## (Applied Computing) – Continued

Elective

### Assessment

Assessment will be based on the application of programming skills acquired and the student's ability to apply these skills using the Problem Solving Methodology. Furthermore, by engagement with the Unity program, students will further understand broader 3D languages and modelling programs.

Assessed tasks will include:

- AR project
- VR project
- Unity project
- Computer project of their choice
- Examination

# Contemporary Manufacturing (Systems Engineering)

## Elective

Want to create unique solutions to problems using contemporary technology? This course provides students with the opportunity to employ various digital manufacturing technologies such as laser cutting, 3D printing, and microcontroller programming in order to solve problems. Through using these technologies, students will be able to:

- Model and trial potential solutions to an engineering problem prior to making any parts
- Quickly iterate using physical prototypes to optimise the performance of their solution
- Create and optimise microcontroller programs and associated electronic circuits in order to direct the behavior of their solution
- Develop skills, techniques, and imagination in solving practical engineering scenarios
- Encourage and develop creative risk-taking; evaluating, improving, and refining the performance of solutions is central to an engineering process
- Provide introductory units and exercises to prepare themselves for the VCE Systems Engineering course

This elective will appeal to students who enjoy using a combination of computer-based and hands-on methods. Additionally, working practically and creatively, students will be interested in digital technology and how it can be leveraged to shorten the time for prototyping. By needing less time to develop prototypes, more iterations are possible, leading to a highly optimised solution.

As with all activities that occur in an engineering workshop, Occupational Health and Safety principles, risk assessment, and safe use of machinery and tools are always employed during manufacturing activities.

## Units

- Vector graphics and laser cutting – students manipulate computer-based artwork in order to develop laser cut parts
- Elementary circuit design and making
- Microcontrollers and interface circuits – combining programming concepts with circuit design concepts to develop systems that perform the desired outputs
- 3D Design and Printing – designing, modelling, and prototyping parts that support the operation of the system

## Assessment

Engineering records – documents that use multimedia to demonstrate evidence of an engineering process and decision making throughout a project. Prototypes of engineering solutions.

# Drama – The Performance Project

## Elective

**Students undertaking this elective, may also choose to undertake VCE Drama Units 1 and 2 at the same time.**

This course is designed to give students a taste of the Theatre/Drama courses offered across both VCE and IB and is open to any students who want a practical and enjoyable subject to sink their teeth into.

Students will participate in a whole class performance project to a live audience. Depending on which semester the course runs in – this live performance may be on campus, or be part of the Malthouse Theatre’s ‘Suitcase Series’. The Suitcase Series is a live performance project undertaken by many schools in Victoria. Students work on a scripted performance project related to our impact on the environment, which they present at the Malthouse Theatre on Southbank, to an audience of other Year 10s and professional actors. The students then have the chance to watch a professional performance of the selected script.

Students can choose to take on this elective from the role as an actor/director, or a designer (choosing from costume, lighting, makeup, sound, set design and props), or a mixture of both actor and designer depending on the student’s interest.

Students will also be introduced to theatrical analytical writing. They will have the chance to attend a live theatrical performance in Melbourne, which they will analyse and evaluate as a class.

## Assessment

- A small group performance
- A solo performance
- Responses to live professional theatre

# Food Science

## Elective

This course assists students in making informed food choices. In this elective, 70% of the time is allocated to practical skills and the remaining 30% to theory. The theory component of the subject is supported by practical production sessions, where students have the opportunity to take part in a variety of meal design activities. These tasks will serve to reinforce and challenge their health knowledge and food preparation skills.

The study of Food Science in Year 10 provides an excellent foundation in Years 11 and 12 for Units 1 - 4 studies of Food Studies, or Health and Human Development.

## Key Foods

In this unit, students develop an understanding of the classification of foods and explore the physical, sensory, and chemical properties of key foods. Students investigate the importance of the functional properties of foods and their impact on food preparation and processing. They apply this knowledge for optimal results when preparing food products.

## Nutrition

Nutrition plays an important role in our daily lives. Students explore the functional role of key nutrients in the body and demonstrate their knowledge through the adaptation of recipes to suit nutritional requirements. Students are equipped with the knowledge to read and understand food labels and use this knowledge to explore current food trends. Finally, students question the ethical marketing of food products within the community.

## Cuisines From Around The World

As food consumers in Australia, we are fortunate to have a diverse range of cuisines and ingredients available to us. This unit aims to expose students to a variety of ingredients and flavours through dishes common to our closest global neighbours.

## Sustainability

As a society, we need to become more environmentally conscientious. This unit aims to challenge students' knowledge on where our food comes from and the environmental impact of food choices. Students will explore food waste, food miles, seasonal produce, ethical and sustainable food choices in order to give a holistic view of the food industry.

## Assessment

Assessment and reporting are based on a variety of tasks including research assignments, analysis and application, food preparation skills, and an end of semester examination.

# Future Technologies

## (Applied Computing)

Elective

### Aims

As the use of new IT-based technologies is becoming more and more prevalent, it is important for students to understand how these can be used in modern society, using IT standards including the Problem Solving Methodology and Software Development Models, conduct investigations and complete sample computer-based tasks. The course will also cover:

1. **Artificial Intelligence:** Students should be able to accurately explain how an AI 'bot' is created and how to make their own basic version of AI using the python programming language.
2. **Data Science/Graphic User Interfaces:** Students should be able to collect, process and manipulate data properly so it can be used to educate, inform and entertain. They should also be able to identify patterns in various datasets, so it can be used as a predictor.
3. **Cyber Security:** Students should understand why data is central when it comes to data security and the ever-changing nature of cyber security.

Students focus on developing skills to create purpose-designed solutions for particular audiences. They will learn basic programming techniques such as syntax, data types and data structures, functions, control structures (looping and conditional statements) and Graphic User Interfaces, where they will understand formats, convention, audiences, and data manipulation. Additionally, they will learn how to properly handle and manipulate data for a range of tasks.

Throughout the semester, students will participate in class activities to develop these skills. There will be a range of independent activities to complete each unit, including a coding folios centered around the Python Coding Language, Unity coding platform, Infographic software, data analytics investigations and the application of design tools for Graphic User Interfaces, which relate to all units.

Key knowledge and skills:

- Applying the Problem Solving Methodology
- Applying Software Development models
- Designing a Graphic User interface
- An understanding of cyber security
- Designing and implementing code
- Referencing using the APA method
- Object-orientated programming
- Use of Infographic software
- Collecting primary and secondary data
- Analysing and manipulating data
- Using data as a predictor

# Future Technologies

## (Applied Computing) – Continued

Elective

### Assessment

Assessment will be based on the application of programming skills acquired and the student's ability to apply these skills using the Software Development model. Also, their ability to apply proper design tools when creating User Interfaces and producing an Infographic will be assessed.

Assessed tasks will include:

- Design tools test
- Folio of programming tasks
- Python software project
- Data analytics using spreadsheeting software
- Infographic
- User experience
- Examination

# Geography of Conflict

## Elective

This elective introduces students to the topical issue of conflict, a concept that can be challenging to understand and accept. A particular focus of the unit is the extent to which conflict can influence, and be influenced by, Geography. Through the study of historical and contemporary conflicts on a range of scales, students develop an awareness of the causes and impacts of conflict, and of the interconnectedness that results in links between conflict and their own lives.

Societies pressure governments for change as individuals seek to improve their living conditions. Tension can spill over into conflict and people are forced to flee or fight. Students will define and differentiate between the concepts of conflict and war. Students consider the scale (local to global) and chronology (historic to current) of conflicts that have occurred across the world and over time are introduced to the idea that the pattern of conflict in the world today can be mapped. They also investigate the way maps of the world have been altered by conflict.

The geographic distribution of resources across the world can impact the likelihood of conflict. When there are overlapping claims to resources in an area, countries may fight for control of those resources and the money connected to them. Resources can also be used as a way to inflict discomfort on an enemy such as the blocking of trade or withholding of water or food.

Students will consider a variety of impacts of conflict as well as the impact that the fight response has on surrounding countries and closer to home. Where conflict has been ongoing or severe, students will be able to identify the impact this has on a country's demography.

Students will investigate the interconnection between areas of conflict and safer areas of the world. They will evaluate the impact that their choices can have on the driving factors behind conflict.

A virtual fieldwork experience will occur during the semester at which point the students will travel to a conflict zone and investigate the factors that have led to conflict in this area and experience the impacts this has had on the environment and its people.

## Assessment

Demonstration of a student's achievement will be based on their performance in a range of assessment tasks, which might include:

- Field work report
- Tests
- Research task
- Classwork and home learning tasks
- Examination

# Health – What the Health?

## Elective

This course aims to provide students with the necessary information they need to make informed choices and live a healthy life. The subject delves into the many varied messages about health and wellbeing that bombard students on a daily basis and assists them in understanding the issues that are most relevant to them. Students will investigate a range of health issues through the application of critical thinking and enquiry-based learning. Studying 'What the Health?' at Year 10 provides an excellent foundation for future studies in VCE Health and Human Development.

## Health Throughout the Lifespan

Students will investigate a range of topics that are relevant to each stage of the lifespan. They will learn about development and key issues during prenatal and infancy, childhood, adolescence, and adulthood. Students will look at the key issues experienced at each stage of the lifespan such as controlling emotions, sexual health, substance abuse, mental health issues, friendships, and the role of the media. They will complete a range of enquiry-based activities related to key issues in health and complete multiple media analysis.

## Nutrition and Social Media

Adolescence is a critical period of influence and growth and students often develop their preferences for food during this stage. Good nutrition and health food choices are imperative at this stage of life, yet often a healthy diet during these formative years can be hard to maintain. Throughout the nutrition unit, students will explore the role of food in their lives and what factors influence their food choices. They will critically analyse fad diets and/or the diets of celebrities and sportspeople and make conclusions about their effectiveness.

## Assessment

Assessment and reporting for this subject will be a variety of inquiry-based learning opportunities, media analysis and tests. In the Youth section of the course, students will complete a longer research-based assessment about moving out from home. Upon completion of the semester, students will also undertake a written examination.



# History – The Banality of Evil

Elective

## Peace and Conflict in the 20th Century

The 20th Century saw some of the most brutal and devastating conflicts in human history and was littered with many examples of man's inhumanity to man. At the same time, the 20th Century also bore witness to concerted and successful attempts to curb man's natural desire to engage in conflict with fellow human beings.

Through the lens of the Stolen Generation in Australia (mid 1800s to 1970), the reign of the Khmer Rouge in Cambodia (1975-1979), the Rwandan Genocide (1994), and other contemporary examples, students will examine some of the causes of conflict and violence in the 20th Century. They will question the extent to which conflict and violence are always about the desire for power and control. Subsequently, they will also look at the work of the League of Nations and the United Nations, and the philosophy and actions of significant individuals, to understand ways that humanity can resolve conflict without resorting to violence and to think critically about the efficacy of these approaches. They will also be asked to consider whether conflicts can be successfully resolved and avoided, or if conflict is intrinsic to human nature.

## Assessment

Assessment for this unit takes a number of formats including, but not restricted to:

- Research investigations
- Source analysis tasks
- Class debates
- Essays
- End-of-semester examination

# Journalism – A Nose for the News

Elective

## Do You Have a Nose For the News?

Are you an engaged citizen? Do you have a nose for the news? Do you feel the need to raise your voice? Are you interested in making people think? Are you interested in searching for the truth? Are you interested in writing about things that matter? If so, then this is the course for you.

In the post-truth era, where anyone can report on an event through the use of a smart phone, social media and the 26 letters of the alphabet, it has never been more important to understand the power of language to shape the views of the public, and the responsibility that comes with this power.

## What Will You Learn?

Students will explore how the impact of globalisation and digital media is transforming journalism as we have known it.

Students will explore the role of ethics in reporting the news, and in citizen journalism in particular. Students will look at various ways to capture the news, using modern technologies and formats. Through a blend of theory and practice, students will learn the art of modern news gathering and production, in particular, how to write high quality print and digital news and feature stories. Students will explore the art of news reportage, interview, feature story writing and opinion pieces. Students will have the opportunity to publish for the Student Publication Magazine and will be encouraged to submit their work to local newspapers.

## Assessment

The journalism course will be assessed through:

- The production of a range of journalistic pieces, including straight news reports, feature stories, letters to the editor, editorials, columns, blogs, and interviews
- A portfolio of a range of published pieces
- The meeting of individual deadlines

# Languages Other Than English

Elective

## Chinese, Chinese Second Language Advanced, French, Spanish

Students studying a Language Other Than English (LOTE) subject, are provided with opportunities to further develop their listening, speaking, reading, and writing skills in each language. The challenging curriculum will give students a sense of achievement upon completion of Year 10, as well as a solid foundation for continued language studies at Years 11 and 12. Students will also be able to continue with advanced language studies at a range of tertiary institutions.

Specific aims of language learning include developing:

- An understanding of different text types for different purposes and audiences
- A variety of writing styles for different purposes and audiences
- A thorough understanding of the grammatical underpinnings of the language
- Communication skills specific to each language
- Information and computer technology skills to assist in language acquisition and communication
- Study techniques for language tests and examinations
- Independent learning strategies, such as wider reading, dictionary use and editing skills
- Literacy and thinking skills

A broader aim of language learning is to develop a love and appreciation for the importance of language and cultural studies. This is critical in a culturally diverse nation like Australia and is a great asset for a generation of young people who will almost certainly travel or work abroad throughout their lives. Language studies promote increased interest in, understanding of and respect for people from diverse backgrounds. Students' horizons are broadened through their introduction to a wider environment and an understanding of different language communities. When travelling they can interact with the local people in a meaningful way. Their understanding of other communities is enhanced by their cultural and linguistic knowledge.

Students may also consider the followings:

- The IBDP requires students to study a foreign language; ab initio Spanish provides an option for students to enter the IBDP without a language study sequence through to the end of Year 10, or to change from a previous language study
- In recognition of the challenges inherent in language learning, students who study a language at Year 12 receive a bonus in their ATAR
- Employers respect the perseverance required to study a language
- The ability to speak a foreign language can be a great advantage in a range of employment situations and is a requirement for certain jobs
- Learning a language other than English enhances your knowledge of English

# Languages Other Than English – Continued

Elective

## Course Outlines

Reading, writing, speaking, and listening skills are developed by an examination of language in context. Some of the communicative situations in which students will develop their knowledge and application of grammar are listed below.

**Chinese:** Exploring the different types of shopping environments available in China, from markets to department stores and online shopping. Students will also learn the vocabulary related to travel which they will apply when they plan a visit to China in general or to a specific region/city in the country. They will research tourist information, transport and costs.

**Chinese Second Language Advanced:** Students will learn about the three prescribed themes:

- The individual
- Chinese speaking communities
- The world around us

The student is also expected to be familiar with and be able to produce the five styles of writing: personal, imaginative, persuasive, informative and evaluative.

**French:** Students will examine a visit to France, student exchanges, French schooling, shopping, giving opinions, young people and relationships, youth issues, talking about the past, holidays, health, leisure activities, expressing likes and dislikes, food, and urban and rural living.

**Spanish:** Students will learn about solidarity, art festivals, clothing, the rights of children, social issues, education, employment, the environment and technology, emotions, and creative writing.

## Content

Students will:

- View audio-visual resources to learn about the culture of each language and to enhance listening skills
- Listen to songs played to provide enjoyment, and to introduce vocabulary and develop pronunciation
- Make a film in the target language
- Learn to use the language in creative ways by preparing advertisements, scenarios, surveys, journals, descriptions, brochures, or posters

# Languages Other Than English – Continued

## Elective

- Work in groups to practise speaking and writing skills and to further cooperative learning
- Use information and computer technology to find and evaluate current information about the country of each language
- Use appropriate word processing programs to prepare written work for presentation and interactive software to practise a range of language skills
- Perform role plays, skits, and individual presentations to foster confidence in speaking
- Be encouraged to further their language skills independently, finding opportunities to use the language, like watching TV programs, reading magazines, conversing with speakers of the language, and participating in language competitions where available

Students are expected to complete all work requirements to gain a satisfactory report. In preparation for work requirements, the workbook and home learning tasks must be completed.

## Assessment

- Assignments
- Oral, reading, writing, vocabulary, grammar and listening tests to monitor student progress
- End-of-semester examinations

# Linguistics – The Science of Language

## Elective

This course provides an opportunity for students to examine the ways in which language has been, and continues to be, shaped by society. Centred on the English language, the program explores and examines communication in a range of modes and critically analyses language use in social media, visual texts, articles, and conversational scripts from a range of contexts. The course will prepare students who wish to undertake VCE English Language in future years.

## Aims

- To extend students' understanding of the different ways in which language is present in an everchanging society
- To explore how language evolves over time
- To introduce students to the components of language
- To gain an awareness of one's own language use
- To develop an appreciation and enjoyment of language

This course will teach students how to think analytically and critically. It will develop students' communication skills as well as their abilities to express their ideas and arguments in written and oral mediums.

## Content

The Science of Language is an introduction to VCE English Language and will incorporate an array of topics and skills from the course. This includes learning about the subsystems of language and key metalanguage that students will need to know. Students will also learn about sociolinguistics and how to unpack situational and cultural factors that influence language use in society. Student interest will help determine content throughout the semester.

## Assessment

A variety of tasks including projects and hands-on learning. Students will have the opportunity to engage with texts analytically and creatively, sharing their perspectives in written, oral and multi-modal forms.

# Literature

## Elective

The study of Literature provides an opportunity for students to examine the ways in which a variety of texts represent experience, and to consider these in the light of their own understanding and life experience. Texts are valued for their use of language to recreate and interpret experiences imaginatively. A range of challenging and layered texts is chosen for study, including poetry, plays, a film text, a novel and short stories. This is your chance to go much further with discussions of books and writers, than you may have had time to do in English classes.

## Aims

- To develop an enjoyment of literature in all its forms
- To read widely and independently
- To gain an understanding of the variety of human experience and a critical appreciation of our culture and the cultures of others, past and present, as they are represented in literature
- To extend students' understanding of the different ways in which literary texts are constructed
- To read closely and critically
- To respond creatively to literature

The Year 10 Literature classroom is not like a regular English classroom. There is a focus on establishing and fostering a strong group dynamic, where what you discover about people, plots, plays and places during the course is learned through both individual and shared experience. This is an environment that encourages students to stand by their convictions and have the confidence to share them with their classmates. This is achieved through a range of classroom activities including discussion, group brainstorming sessions, interactive activities, individual reflection, and writing.

This course will teach students how to think creatively and analytically. Students' communication skills and abilities to present a sound argument will strengthen their performance in other subjects and in future employment. A creative society needs creative people to generate ideas.

## Content

The shape of this course evolves from year to year, depending on the literary interests of the students taking the elective. Content in previous years has included dystopian literature, an exploration of poetry and plays, and a selection of short stories and novel studies.

## Assessment

A variety of tasks will form the assessment. Students will have the opportunity to engage with texts analytically and creatively, sharing their perspectives in written, oral and multi-modal forms.

# Media

## Elective

### Aims

Media at Year 10 should be regarded as an introduction to VCE Media, and is designed to provide students with an understanding of media's key concepts as well as experience studio work.

Media is essentially the study of communication and audience and, through observation and analysis of a variety of media texts, such as films, television programs, advertisements and music videos, students will discover how these texts are constructed to engage audiences. To further students' understanding of the media, they will also create their own media products, and this could include short films, movie posters and animations.

### Goals

- Encourage the study of the media as an individual discipline in developing an understanding of production processes
- Develop communication skills using different media, according to students' capabilities and interests
- Make students critical and selective of what they are exposed to in the media
- Express ideas through media forms and develop self-confidence

### Learning Outcomes

#### Theory

Students will study several media texts with a specific focus on the way in which media producers construct their texts to convey meanings and engage audiences. Students will be expected to:

- Examine the influence of Context on the creation of media products
- Analyse and interpret meanings (codes and conventions) in media texts
- Analyse and interpret meanings (representations) in media texts
- Identify and describe narrative elements in media texts
- Investigate issues of media influence on society and individuals



# Media – Continued

## Elective

### Production

Students will explore the ways in which media texts are constructed, by making their own products such as films, movie posters and animations. They will research and trial a variety of production techniques and tools including:

- Camera handling and editing
- Storyboarding and scripting, production planning and scheduling
- Software applications such as Adobe Photoshop and Premiere Pro

### Assessment

- Theory
- Production
- End-of-semester examination

# Microbiology and Forensic Science

## Elective

This course focuses on two innovative and fascinating sciences. Students will first journey through the captivating realm of Microbiology, where they explore minuscule lifeforms; unraveling the origins of life; understanding how microbes play a crucial role in recycling nutrients to assist other forms of life. Students will explore the diverse landscapes of microbiology and how these tiny organisms not only cause diseases but also hold the key to developing cures. Through hands-on experimentation and keen observation, students will uncover the intricate web of ideas that define the world of microbiology.

The Forensic Science aspect of this course explores a myriad of disciplines that converge in the pursuit of unraveling criminal mysteries. Drawing knowledge from Biology, Chemistry, Physics, Psychology and beyond, Forensic Science presents a captivating mosaic of investigative techniques. Through immersive simulations and practical experiments mirroring real-world scenarios, students will step into the shoes of forensic detectives, unraveling puzzling mysteries and shedding light on seemingly indecipherable puzzles.

## Aims

- To explore and understand the microbial world
- To learn the medical relevance for healthcare professionals
- To explore historical effects of pandemics for future prevention
- To apply a range of forensic tools and techniques for solving crimes and mysteries
- To observe biotechnological applications in various industries
- To develop key science skills like critical thinking and scientific literacy

## Skills

- Conduct fieldwork and lab experiments to collect data such as comparing bacteria and mold growth
- Use suitable equipment, record data accurately such as DNA sequencing techniques
- Apply science concepts to draw conclusions such as blood stain pattern analysis to determine suspects/ criminals
- Evaluate conclusions, identify uncertainties, propose improvements such as exploring ethical issues in false criminal verdicts

## Assessment

- Reporting on practical experimentation
- Fieldwork
- Research project
- Scaffolded, self-directed experimentation

# Music – Performance and Styles

Elective

**Students will be required to have private instrumental or singing lessons if they select this subject.**

## Aims

In this course students extend their performance and composition skills through the lens of Western Art Music Styles. They perform regularly as soloists and as a member of an ensemble. They develop and expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style and elicit emotions. They apply this knowledge as creators in response to a range of composition starting points and as critical listeners to formulate and present critical responses to music excerpts. Students also develop their ability to identify, recreate, and notate music language concepts.

## Content

- Perform regularly as a soloist and as a member of an ensemble and reflect on these performances
- Listen and analyse excerpts of music from the Western Art Music Styles
- Compose using the elements of music and compositional devices
- Use music technology to create, edit and refine their compositions
- Use music language to describe music from the Western Art Music Styles
- Use music language to identify, transcribe and notate music excerpts

## Assessment

- Solo performances
- Group performances
- Composition folio
- Music language tests

# Outdoor and Environmental Studies

Elective

## Aims

This curriculum has been crafted to cater to students who hold a keen interest in outdoor pursuits, honed through their participation in St Leonard's comprehensive Outdoor Education and camps program, as well as their individual outdoor experiences. This course offers a blend of theoretical knowledge and hands-on training, encompassing a wide range of possible activities which frequently change each semester, but could include bushwalking, skiing, canoeing, surfing, navigation, first aid, bushcraft, camping and outdoor cooking.

In addition to skill acquisition, the curriculum delves into various conceptual domains, including but not limited to sustainability, environmental preservation, resource management, green industries and futures, fostering access to healthy environments for physical and mental wellbeing, the evolution of human-nature relationships, and the principles of risk management and mitigation.

## Content

Through the study of Outdoor and Education Studies (O&ES), students will develop knowledge and understanding about how people impact environments, sustainability, and how to manage oneself in the outdoors.

They will also learn about:

- How social, environmental, and economic factors influence perceptions of, and interactions with, outdoor environments
- Analysis of contemporary environmental crisis and solutions to the issues investigated
- How student perceptions may be similar to, or differ from others' perceptions of outdoor environment
- Key features of various outdoor environments to allow for safe participation and interaction within those environments
- Specialised equipment requirements and use in various situations and activities

## Skills

Through the study of OES, students will develop skills in:

- Becoming competent in various outdoor skills associated with experiential learning.
- Discussing, explaining, analysing, and evaluating complex concepts associated with the dynamic perspectives and interactions people have with outdoor environments.
- Understanding and applying functional theory such as risk management mitigations, first aid theory and hygiene.

# Outdoor and Environmental Studies – Continued

Elective

## Assessment

The overall assessment for this subject consists of a combination of:

- Practical participation
- Logbook completion
- Tests
- Research task
- Classwork
- Home learning tasks
- Examination

# Sport Science

## Elective

### Aims

This elective is designed to promote health and exercise sciences and provide pathways for students to make good decisions in future courses, study, and employment in this area. It aims for students to:

- Develop knowledge in sport science principles, including testing and training
- Be exposed to best practice sport science methods
- Understand and question why we use certain testing and training methods
- Understand what factors are necessary to reach a high performance in sport, including concepts of elite athlete programs
- Develop enthusiasm toward high-performance sport and exercise
- Develop inquiry-based thinking
- Discover potential study and employment opportunities for the future

### Content

Sport Science will cover the following topics:

- What is sport science and how does it contribute to sports performance?
- Study and career pathways in sport, exercise, and health
- Characteristics of a high performance athlete or coach
- The process of developing skills – technical, tactical, physical, and mental skills and the sport science behind these four areas
- Sport Medicine - measurement and evaluation of an athlete including pre-program screening, performance testing and identifying strengths and weaknesses
- Sport Science branches – anatomy, biomechanics and movement analysis, physiology (fuels and energy for movement)
- Using problem-based approaches to help develop performance

### Assessment

- Written tests: anatomy and biomechanics
- Oral presentation: sports injuries
- Data analysis and lab report: energy systems
- Examination

# Textile Art

Elective

## Aims

This course is designed for students who have an interest in the Visual Arts through textile forms – garment design and soft sculpture. Students will develop their appreciation of the creative potential of working with fibres and fabrics through their responses to researched stimuli and practical experimentation. Exploration of the creative practices of textile designers and artists will further the student's awareness of the role of Textiles throughout history. Students will develop skills in fabric embellishment techniques such as painting, stencilling, and dyeing fabrics to complement their designs. Construction of materials through felt making, crochet or weaving may also be incorporated through student initiatives.

Students will investigate significant contemporary Australian and First Nations designers as well as renowned designers and artists of the 20th century. They will develop their literacy skills through the observation and analysis of garments and artworks in the social and historical context in which they were created with an emphasis on subject-specific language.

It is expected that students will have up to two hours home learning each week, through the development and refinement of the digital folio with the recording and annotation of research, design development, production records and analysis tasks. The course aids in the practical and theoretical preparation of students who wish to study VCE Art Creative Practice, VCE Visual Communication Design or IBDP Visual Arts.

<b>Wearable Art</b>
Garment Design and Construction Fabric Embellishment: Dyeing and painting techniques
<b>Soft Sculpture – Textile Art</b>
Traditional and Contemporary Textile Arts and Crafts Innovative Construction

## Assessment

**Digital Folio:** Students will submit evidence of their research and exploration, development and experimentation, refinement, and resolution of their creative practices. This will include researched information, design ideas, exploration and experimentation of materials and techniques, sketches, plans and production records. Examples of influential artworks from relevant textile designers and artists will also be incorporated into this presentation. All entries are to be accompanied by annotations explaining their relevance.

**Resolved Designs/Artworks:** Students must submit a resolved garment design for Unit 1 and a resolved artwork for Unit 2

## Written Examination

# The Music of Film and Media

## Elective

In this course, students develop and extend their creative thinking and composition skills through the lens of music in film and media. They explore and manipulate the elements of music and utilise compositional devices whilst responding to a range of composition and music production prompts and stimuli.

## Content

In this course, students will:

- Listen and analyse the music of film and media
- Compose film scores for a range of film genres
- Compose and produce music for a range of media
- Consider the implications of working as a composer in film and media, including audience and marketability
- Use music language to describe music from film and media
- Use music technology to create, edit, refine, and produce polished music products. Music Technology applications include Sibelius and Logic Pro X.
- Document the creating process, including the planning phase, refining process and the post-creating reflection

## Assessment

- Film score compositions
- Media compositions
- Responses to listening tasks
- Creating a journal



# Visual Communication Design

## Elective

Designers create and communicate through visual means to influence everyday life for individuals, communities, and societies. The role of the designer is important in society. This course aims to provide students with an overview of the significance and function of design in society.

Visual Communication Design is a contemporary and exciting study that involves communicating in imaginative and original ways through the design process, technology, and language of drawing and design. The subject explores designers in industry and incorporates student's practical, analytical skills and individual interests to create and resolve a brief and design criterion.

The emphasis in Visual Communication Design in Year 10 is on their creativity. Design thinking skills, development of ideas, and confidence in the decision-making process are an integral part of the course and the student's own development.

## Technology

Computer generated designs are integral to the course. The software used in this subject is Adobe Creative Suite. Students will explore at least one of these. Students learn to scan, manipulate, and print images to cater for their design task.

This course provides a strong base for students to further explore technology in their folio production and final presentations in VCE Visual Communication Design, Units 1 to 4.

## Content

- The VCD design process
- Design thinking
- Visual language
- Methods, media and materials
- Fields of design practice
- Design elements and principles
- Human-centred design
- Principles of good design
- Cultural ownership and design

## Assessment

- Theory – design analysis
- Practical folio
- Examination

# Year 10 Course Guide

## Contacts

### Commerce

George Katris, Head of Learning  
[George.Katris@stleonards.vic.edu.au](mailto:George.Katris@stleonards.vic.edu.au)

Accounting  
Business Management  
Economics  
Legal Studies

### Digital Technologies

Vaughan Anderson, Head of Learning - DigiSTEM  
[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

Computer Projects (Applied Computing)  
Contemporary Manufacturing (Systems Engineering)  
Future Technologies (Applied Computing)

### Drama

Brendan Carroll, Head of Learning  
[Brendan.Carroll@stleonards.vic.edu.au](mailto:Brendan.Carroll@stleonards.vic.edu.au)

Drama – The Performance Project

### English

Maggie Walsh, Head of Learning  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

English  
English as an Additional Language  
Journalism: A Nose for the News  
Linguistics: The Science of Language  
Literature

### Health, Sport, and Exercise Science

Jason Kam, Head of Learning  
[Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

Food Science  
Health and Physical Education  
Health: What the Health?  
Sport  
Sport Science

### Humanities

Renata Machado, Acting Head of Learning  
[Renata.Machado@stleonards.vic.edu.au](mailto:Renata.Machado@stleonards.vic.edu.au)

Ancient Greece: Gods, Heroes and Ruins  
Geography  
Geography of Conflict  
History: The Banality of Evil  
Outdoor and Environmental Studies

### Languages

Elvira Caballero, Head of Learning  
[Elvira.Caballero@stleonards.vic.edu.au](mailto:Elvira.Caballero@stleonards.vic.edu.au)

Chinese  
Chinese Second Language Advanced  
French  
Spanish

### Mathematics

Sara Woolley, Head of Learning  
[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

Accelerated Mathematics  
Mathematics Level 10  
Mathematics Level 10A  
VCE Units 1 and 2 Foundation Mathematics

### Music

Nicole Hutchinson, Head of Learning  
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Music: Performance and Styles  
The Music of Film and Media

### Science

Chris Hyde, Acting Head of Learning  
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Science

# Year 10 Course Guide Contacts – Continued

## **Visual Arts**

Margot Anwar, Head of Learning

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Art

Media

Textile Art

Visual Communication Design

## **VET Subjects**

Mary Grande – VET Coordinator

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