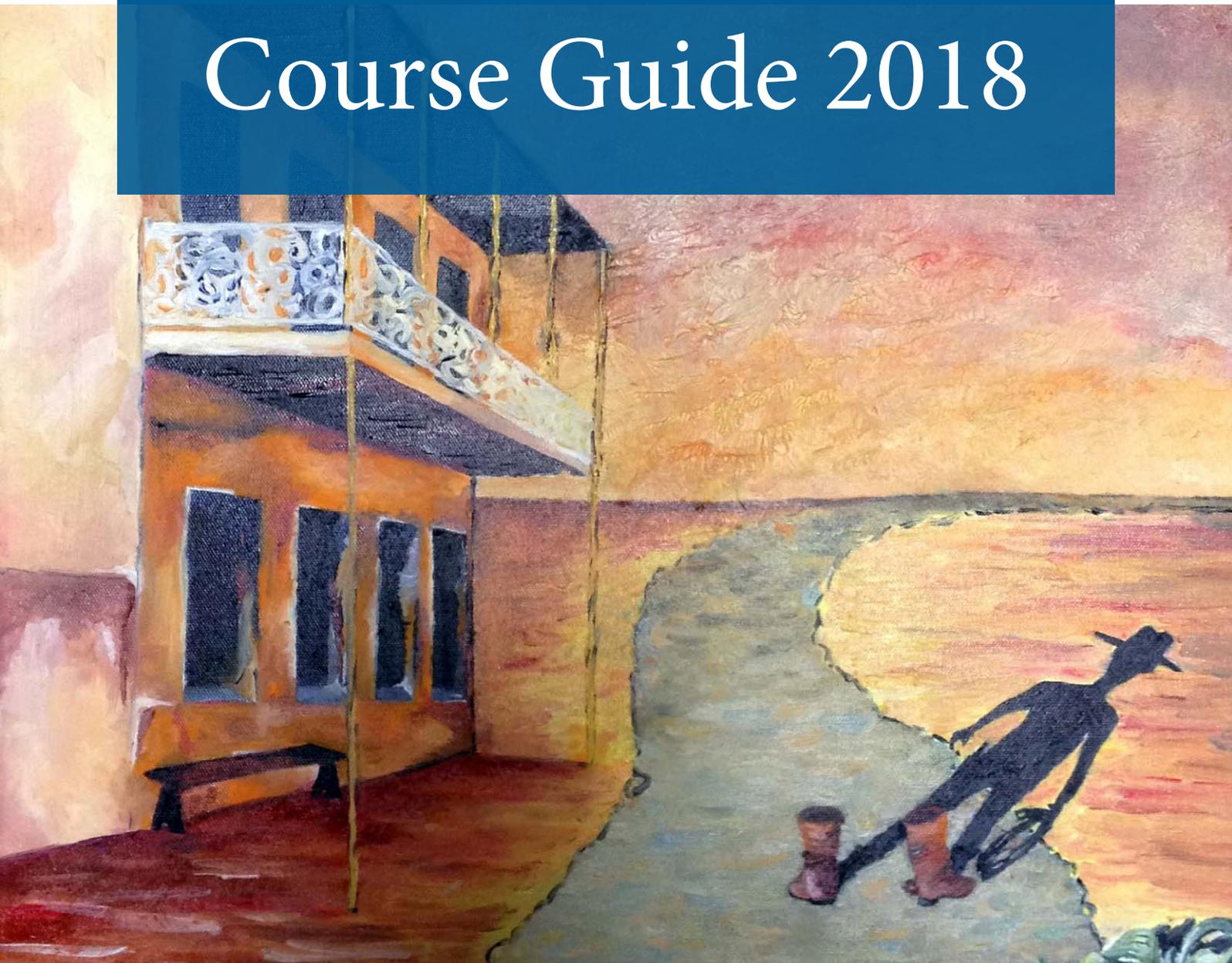




St Leonard's College

Year 10 Course Guide 2018





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Front cover
Cecile Robert, year 10 2017
Oil painting

Introduction

Welcome to year 10 in 2018. This Course Guide provides details of the subjects available in 2018 and will be a useful reference in selecting your course of study for year 10.

Students at 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 Robyn Marshall, Director of Learning Operations, at robyn.marshall@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 very broad range of choice to cater for their individual talents, needs and future directions. In years 9 and 10 students are introduced to some choice 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 and Science within their core. In year 10, elective subjects are drawn from the areas of Languages, the 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 at years 11 and 12. Academically able students in year 10 can access some subjects usually reserved for year 11 students to assist in the transition to studies at senior level and to provide for some extension to their program of study.

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, i.e. 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 given on the final pages of this booklet. If you require information about courses available in years 11 and 12, please contact Mary Tattersall, Head of Careers at mary.tattersall@stleonards.vic.edu.au

Year 10 core subjects

Year-long subjects

- Commerce*
- English/EAL
- Health and Physical Education
- History or Geography*
- Mathematics
- Science

* Semester-long subjects

Year 10 Electives

Semester-long subjects

- Art
- Drama
- Food Science
- Geography of Conflict
- History - The Banality of Evil
- History - Big History
- Literature
- Mathematics takes you further (S1)
- Mathematics Proof (S2)
- Media
- Music Performance and Styles
- Visual Communication Design
- Software Engineering
- Sports Science

LOTE

Taken as a two-unit sequence

- Chinese
- Chinese (First Language)
- French
- Indonesian

Year 11 units

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

- Australian and Global Politics
- Biology
- Business Management
- Chemistry
- Computing
- Economics
- Food Studies
- Geography
- Health and Human Development
- Legal Studies
- Literature
- Media
- Music Performance
- Outdoor and Environmental Studies
- Philosophy
- Physical Education
- Physics
- Psychology
- Studio Art
- Drama
- Twentieth Century History
- Visual Communication Design
- VET Creative Digital Media*

*VET Creative Digital Media will be run at St Leonard's College subject to viable student numbers

Choosing an elective program

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

In reading through this Year 10 Course 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.

Victorian Certificate of Education units have been introduced into the elective choices to provide an experience of the type and level of work students may meet in the following year of their studies 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 unit 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. Students wishing to be considered for a VCE Unit 1 and 2 study in year 10 should obtain the Application for VCE Unit 1 and 2 Enrolment, complete it and return it to the Curriculum Office along with their Preference Receipt. Students considering taking two Unit 1 and 2 subjects at year 10 should consult Mary Tattersall, Head of Careers, before submitting their preferences.

Students need to choose four electives to be studied during the course of the year. If a LOTE subject is chosen it must be studied for the whole year and represents two electives. Likewise, any year 11 subject should be studied for the whole year and will represent two electives.

Students who do not study a LOTE or a year 11 level subject must choose a minimum of 4 units from the electives on offer.

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.

- LOTE subjects must be taken as a whole year sequence (that is, over two semesters)
- VCE Units 1 and 2 or VET subjects must be taken as a whole year sequence (that is, over two semesters)
- All electives are single session units and run for 1 semester

Please note that 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. Elective choices will be confirmed before the end of the school year.

Core subjects

Commerce

The Commerce course will explore four units: Legal Studies, Business Management, Economics and the Australian Stock Exchange (ASX)

Legal Studies

Students will explore how Australia's international legal obligations shape Australian law and government policies, including and in relation to Aboriginal and Torres Strait Islander peoples. They will describe the role of the High Court in interpreting the Constitution and focus on case studies of how the High Court protects both our human and democratic rights.

Business Management

Students will explore the way in which enterprising behaviour and capabilities can be developed to improve work and business environments. They will be able to identify the types of behaviours a successful entrepreneur exhibits in the workplace. Students will also explore what innovation is and what our Federal Government is doing to develop innovation in Australia's.

Economics

Students will explore The Australian economy and its key participants. They will be able to identify and explain the indicators of economic performance and examine how Australia's economy is performing via the use of key economic indicators.

ASX Game

Students will participate in the ASX School's Share-market Game. Through this activity students will learn how to research companies, discover the importance of wise investment decisions, gain greater knowledge of economic and world events that may affect share prices and learn about the importance of investing which will be beneficial for their future.

Assessment

A variety of tasks will form the assessment. This will include critical thinking activities, pre-and- post tests, end of unit tests, home learning exercises and an end-of-semester exam.

English/English as Additional Language (EAL)

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, 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 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 in 2017 the following texts were analysed closely:

- *To Kill a Mockingbird*
- *Animal Farm* by George Orwell
- *Wag the Dog* (American Film Text) or *Lord of the Flies* (Film Text)
- *Macbeth* by William Shakespeare
- *Two Hands* (Australian film text)
- A variety of media texts
- Context study: 'Prejudice'

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

The year 10 Core Geography course has been developed to provide a natural flow of concepts and skills from the 7 – 9 course. It uses the experiences students had in their different Big Experience locations to provide a concrete link to the more 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 will have on the level of development in a country and between countries. This will allow them to account for the perception that they have about the development in their Big Experience country and why this is different from that of a person living in the area. The final discussion point in this area of the course will look at the impact of gender on wellbeing within a location. It will allow students to look at the differences that exist in levels of development within Australia.

The next key area of the course will focus on tourism and will provide a link between the impact that tourism can have on people's wellbeing in different areas of the world and the impact that it can have on preserving and damaging different environments in which tourism exists. They will debate the issues that arise for countries at different levels of development hosting major world sporting events. Students will then look at the concerns residents in different locations in Victoria have because of tourism and leisure activities focused in those locations for both themselves and the environment. They will investigate the spatial technologies that are being used to monitor and recognise this change as well as design strategies to overcome some of these problems.

The final 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. They will investigate the impact that these environmental challenges have on development. Students will study the coastal margins and the processes that have helped to forge them as well as the impacts these then have on community settlements along the coast. They will look at different pollution events such as the great pacific garbage patch and the cross boundary nature of waste disposal from one area to another.

As part of these studies students will participate in practical fieldwork activities which enable them to look at tourism and leisure in a specific location and environment and examine the impact these activities have on the overall wellbeing of residents and the environment.

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

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
- 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

The Modern World and Australia

This course provides a study of the history of the modern world from 1918 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 an introduction and overview of the interwar period (1918-1939). Students then undertake a study of World War II (1939-45) and investigate wartime experiences in depth. Through an examination of significant events of the war, students learn about Australia's involvement in a range of different theatres of conflict and experiences including prisoners of war, the Battle of Britain, Kokoda, the Fall of Singapore, the allied bombing campaigns over Germany and the home front.

Students will then investigate the post-war struggle for human rights, including how rights and freedoms have been ignored, demanded or achieved in different parts of the world. Focus topics will include the Universal Declaration of Human Rights and the US Civil Rights movement.

The course also asks students to investigate a major global influence that shaped Australian society in the second half of the 20th Century. They will be

introduced to the Cold War and will investigate Australia's involvement in the conflict in Vietnam. Its consequences, including migration to Australia, will also be addressed.

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

Assessment

- Classwork and home learning
- Class tests
- Source analyses
- Research projects
- Essays
- End-of-semester examination

Health and Physical Education

Aims

Health and Physical Education gives students the opportunity to develop an understanding of common health issues associated with adolescence, as well as developing personal and social skills, including coping, risk-taking and decision-making. Sport Skills is a practical area that applies students' movement and game skills to a variety of sporting and recreational situations. A strong link exists between physical education and the ACS sport program, with an increased focus on students gaining the skills, knowledge and values required for lifelong participation in physical activity and sport.

Content

In each term, a health concept is explored in a three or four-week block, with the remaining Health and Physical Education (HPE) lessons devoted to practical PE classes. Students participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

Health

Global Perspectives on Health

Students consider the health status of Australians in comparison with those around the world. They identify key health indicators and ways to measure the health status of population groups. Using these tools, they investigate and analyse the health of the communities from their Big Experience countries before inquiring into international aid agencies. This unit of work is assessed via a semester-long inquiry-based research task.

Substance Abuse – Ice Epidemic

Ice is a scourge on our society, and its use and associated implications are becoming more widespread. Students will analyse media campaigns that discourage the use of this drug and make adolescents aware of the short and long-term effects of ice addiction.

Nutrition

Students are asked to consider their views on a range of healthy eating issues, including fad diets, fast food consumption, and mass media campaigns by multi-national food chains. Various food selection models are examined.

Mental Health

Students explore the challenges of defining and categorising mental health issues before considering some of the science behind mood disorders and mental illness. Students explore resilience, practical help-seeking strategies, and the benefit of prevention and early intervention.

Sexuality – Sexual Health and Cyber Safety

When using the internet students may be confronted by sexually explicit material, inadvertently or otherwise. Students will be taught strategies to use if they find themselves in this situation. Aspects of sexual health will be explored through a variety of class activities.

Physical Education

The aim of Physical Education is to develop skills, values and behaviours that promote a healthy and active lifestyle, and provide opportunities for students to experience an array of physical activities, including individual and team pursuits. Activities are blocked as Community Sport electives and Active for Life rotation of recreational and leisure pursuits. Within the electives activities may include boxercise, spin, circuit, barbell class, and yoga. Recreational pursuits may include golf, squash, badminton, martial arts, and a variety of ball sports. Students reflect on the challenges and rewards of each of these practical experiences.

Sports skills

Sport Skills is directly related to ACS sport, and students learn skills and tactics that will enable them to perform more effectively and confidently in their chosen sport. Additionally, the program incorporates community sport electives and House sport tournaments. Throughout these different learning options, students will have a variety of coaches and teachers with sports-specific expertise. This component of the HPE course is not-assessed, with the focus being on enjoyment and involvement.

Learning and teaching methods

In Health, a variety of teaching and learning methods will be employed, such as small group discussions, practical work, web-based media, research projects and educational games. In Physical Education and Sports Skills, teachers adopt a 'game sense' teaching approach, which engages students in a variety of minor and modified games. This is the optimal teaching environment to develop skill execution, tactical awareness and game play principles.

Assessment

Assessment and reporting is based on a variety of assessment rubrics, such as:

- Health workbook (literacy skills, key vocabulary, critical thinking)
- Approach to Learning (self-management, active engagement, social interaction, ownership of learning)

Mathematics

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

In year 10 there are four courses of study available:

Mathematics Level 10A

The majority of students in year 10 study a combined course of Levels 10 and 10 A 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, IBDP Mathematics SL or IBDP Mathematics HL in years 11 and 12. There may also be an extension 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

Students who wish to study VCE General Mathematics in year 11 or VCE Further Mathematics in year 12 can select to study a course that covers Level 10 only of the Victorian Curriculum. This is not a suitable course for students who wish to have the option of studying VCE Mathematical Methods, VCE Specialist Mathematics, IBDP Mathematics SL, or IBDP Mathematics HL.

Accelerated Mathematics

An accelerated group will undertake the VCE Units 1 and 2 Mathematical Methods course. Students in this group must have successfully completed the year 9 accelerated course or have successfully completed Level 10A of the Victorian Curriculum, or its equivalent. Mathematical Methods provides a course for students of mathematics who enjoy the challenges 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.

VCE Units 1 and 2 Foundation Mathematics

For students who have studied Foundation Mathematics in year 9 or who found the conceptual and abstract load of the algebraic topics in year 9 to be too complex, 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 but do not wish to undertake any studies in mathematics at Units 3/4 level. Students who perform very well, however, may have the option to study VCE General Mathematics in year 11 which can then lead into Further 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 number, and data and measurement.

Learning and teaching methods

In mathematics, students expand and organise 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 are expected to use a Computer Algebraic 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

The year 10 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 to those who wish to further their studies in one or more of the sciences.

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 using consistently 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.

Elective subjects

Art

This course is designed for students who have an interest in the Visual Arts and wish to refine their skills while exploring original approaches to conceptual ideas. It encourages creative and critical thinking in students by offering more freedom in their choice of expression, developing personal subject matter and individual styles. The course is necessary preparation for those who wish to study VCE Studio Art or IBDP Visual Arts.

Students will complete two major folios of work during the semester. Each folio develops skills in art-related research, conceptual development, aesthetic composition and technical studio practices. Students will explore an assortment of traditional and contemporary artists, their practices and aesthetic style, to enhance their artistic awareness and aid in the development of their own personal style of representation. Students will also cultivate their critical and analytical appreciation of industry issues related to appropriation, copyright, and legal and morale rights. An extensive, detailed and descriptive reflection and evaluation of the student's experience and their studio process will be required at the end of each folio. It is expected that students will have a minimum of two hours home learning each week, including research, conceptual development, annotation and visual analysis tasks.

Assessment

Students will develop two folios of major works and analytical writing that will include the following assessment tasks:

- Folio 1. Metamorphosis – Drawing and Mixed Media (30% of overall Grade)
- Class Test on Appropriation, Copyright, Moral and Ethical Issues in Art (5% of overall Grade)
- Folio 2. Cultural Influences in Art (30% of overall Grade)
- Comparative Essay (5% of overall Grade)
- Examination (30% of overall Grade)

Visual Diary

Student's presentation of their studio practice through documenting research, experimentation, creative and critical thinking and analysis on relevant artists is essential in this course. Visual diaries are due for assessment with the major artwork for each unit. Students will be provided with specific guidelines to develop their visual and literacy skills in this area at this level.

Drama

This course, entitled 'We've Got Style!', provides students with the opportunity to experience various dramatic forms and to learn their associated techniques. This course aims to:

- Encourage and develop confidence and interest in various forms of drama
- Develop skills, techniques and imagination in practical work
- Develop understanding and application of the historical and theoretical components of the study in practical work
- Promote appreciation and awareness of self, others, and creative work
- Encourage and develop creative risk-taking and excellence
- Provide introductory units and exercises to prepare students for potential VCE or IBDP Theatre Studies or Drama courses

This elective will appeal to students who enjoy working practically and creatively, are interested in artistic concepts and human behaviour, have an appreciation for aesthetics, and enjoy performance. The style of learning in this subject is quite unique in that it involves a large degree of physical activity, creative input and social interaction. Interpersonal skills are an important facet of this subject and are as valuable in "real life" as they are upon the stage! Similarly, self-presentation, awareness, self-expression, self-discipline and empathy are also developed through the study of Drama.

This elective may benefit students contemplating a career in industries that involve strong communication skills, as well as careers in the arts.

Units

- Commedia Dell Arte (a form of physical comedy with masked, stock characters) - character workshops and the development of a performance piece to be presented on Community Day
- Elizabethan theatre – exercises and rehearsal techniques working with Shakespearean texts, as well as context and exploration of style
- Non-naturalistic theatre – exploration of the styles of non-naturalism including the use of the theories of Bertold Brecht's epic theatre
- Production design – activities designed to develop visual communication skills and show script interpretation through the use of stagecraft. Students will attend and critique a live theatre performance.

Assessment

- Folio
- Commedia Dell Arte ensemble performance
- Theatrical reviews
- Scripted scene interpretation
- Production design and stagecraft application
- Devised and scripted ensemble performance
- Written examination

Food Science

Year 10 Food Science assists students in making healthy food and lifestyle 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 at year 10 provides an excellent foundation for future studies in Units 1 to 4 of Food Studies or Health and Human Development.

Preservation

Students will utilise a range of food preservation methods to understand the science behind food preservation and how different methods have evolved over time due to a variety of economic, social and environmental pressures.

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 development of specific meal plans. 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.

International cultures

As food consumers in Australia we are very fortunate to have a diverse range of international cuisines available. This unit aims to expose students to a variety of international ingredients and flavours. Students will investigate cultural traditions and prepare flavoursome dishes.

Sustainability

As a society we need to become more environmentally conscious. This unit aims to challenge students' knowledge on where our food comes from and the environmental impact of food. Students will explore food waste, food miles and seasonal produce.

Assessment

Assessment and reporting is based on a variety of tasks including research assignments, topic tests, food preparation skills, and an examination.

Geography of Conflict

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 fight or flee. Students will define and differentiate between the concepts of conflict and war. They consider the scale (local to global) and chronology (historic to current) of conflicts that have occurred across the world and over time, and 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. This will include case studies which focus on Gaza and Somalia.

Students will consider a variety of impacts of conflict as well as the impact that the flee 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 countries demography. This will allow students to look at the migration impacts in Europe as people move from Syria to surrounding areas.

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. They will also see how conflict in different regions makes it easier for people to be lost. The students will investigate people smuggling in all its variations and its implications for them.

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.

Skills

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

- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools.
- identifies, gathers and evaluates geographical information
- analyses, organises and synthesises geographical information

Knowledge and understanding

Through the study of Geography, students will develop knowledge and understanding about:

- explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- analyses contemporary world events and issues in terms of their political, social and spatial dimensions
- how physical, social, cultural, economic and political factors shape communities, including the global community
- applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
- describes 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 - The Banality of Evil

The Banality of Evil: Peace & Conflict in the 20th Century

The Twentieth Century saw some of the most brutal and devastating conflicts in human history and was littered with instances of man's inhumanity to man. At the same time, the Twentieth 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 Rwandan Genocide (1994), the reign of the Khmer Rouge in Cambodia (1975-1979), and the persecution of European Jews that eventually resulted in the Holocaust (1933-1945), students will examine some of the causes of conflict and violence in the Twentieth 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 United Nations, and the philosophy and actions of Mahatma Gandhi to understand ways that humanity can resolve conflict without resorting to violence, and 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 on a number of different forms, including but not restricted to:

- Research investigations
- Analysis tasks
- Class debates
- Essays

History - Big History

Big History

Explore how our universe and our world has evolved from incredible simplicity to ever-increasing complexity. As the big questions about our universe, our planet, life, and humanity. Developed by Macquarie University and adapted for students in Year 10, Big History tells the story of the universe from the Big Bang to our complex modern societies by drawing on insights from disciplines such as astronomy, physics, archaeology, history, and economics.

In Big History students cultivate their sense of perspective and demonstrate links between disciplines to help make sense of the big picture of the history of the universe.

The Big History course consists of a number of units, structured around a key question:

- The Big Bang: *How and why do individuals change their minds?*
- The Stars Light Up/New Chemical Elements: *How can looking at the same information from different perspectives pave the way for progress?*
- Earth and the Solar System: *How and why do theories become generally accepted?*
- Life: *How are we still evolving?*
- Collective Learning: *What makes humans different from other species?*
- Agriculture and Civilisation: *Was farming an improvement over foraging?*
- Expansion and Interconnection: *What are the positive and negative effects of interconnection?*
- The Future: *What's the next threshold?*

The course is designed to develop students' critical thinking, critical literacy and problem solving skills enabling them to be innovative global citizens.

Resources for each unit focus on:

- Inquiry, analysis and argument
- Problem-based learning activities
- Connection of critical thought with reading and writing skills

Assessment

Assessment for this unit takes on a number of different forms, including but not restricted to:

- Research investigations
- Analysis tasks
- Class debates
- Essays

Languages Other Than English

Chinese, Chinese First Language, French, Indonesian

Students studying a 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
- An 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

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, but also transport and costs.

Chinese First Language: Students will learn about education and life, restless youth, the priority of food, Chinese history and impact of the world, the Beijing Olympic and Women's voices. They will also study family and literature.

French: 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.

Indonesian: Health and wellbeing, health issues in Australia and Indonesia, personal health, work, careers, hopes and dreams, inspirational people, nutrition, food culture, sustainable eating practices, storytelling in Indonesian past and present.

Activities

- Students will view audio-visual resources to learn about the culture of each language and to enhance listening skills

- Songs will be played to provide enjoyment and to introduce vocabulary and develop pronunciation
- Students will make a film in the target language
- Students will learn to use the language in creative ways by preparing advertisements, scenarios, surveys, journals, descriptions, brochures or posters
- Students will work in groups to practise speaking and writing skills and to further cooperative learning
- Students will use information and computer technology to find and evaluate current information about the country of each language
- Students will use appropriate word processing programs to prepare written work for presentation and interactive software to practise a range of language skills
- Students will perform role plays, skits and individual presentations to foster confidence in speaking
- Students will 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 will be 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

Literature

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 experience 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

In the past, the course has explored a selection of poetry by various masters of the genre, including Blake, Wordsworth, Kerouac and Olds; and a selection of short stories by various authors, including Tim Winton's *The Turning*.

Assessment

A variety of tasks will form the assessment. Students will write creative responses to texts, such as rewriting the end of a story, adding a page in the author's style or placing themselves amongst the action. Oral communication skills will be refined through class discussions and oral presentations, and students will learn how to develop essay writing skills, which is the foundation of literary study.

Mathematics

These mathematics electives aim to:

- provide an opportunity for students in Year 10 to access mathematical content that is not covered in the Mainstream course;
- provide a stronger algebraic foundation, development of mathematical thinking and mathematical knowledge base for able and interested students prior to entering Years 11 and 12, whether they are thinking of pursuing VCE or IB courses of study; and
- provide more pathways for students as they progress through the College. Students who successfully complete the elective could, for example, qualify for studying VCE Further Mathematics $\frac{3}{4}$ in their Year 11, with approval from the Faculty of Mathematics.

Mathematics takes you further (Semester 1)

The content for the first semester's classes will extend and develop material from the Mainstream course and covers some Year 11 General Mathematics content that is appropriate to the study of Further Mathematics.

Content for this course includes, but is not restricted to: matrices, bivariate statistics, linear programming, advanced algebra techniques, networks and advanced trigonometry.

Proof - the certainty that is mathematics (Semester 2)

The content for the second semester's classes has an emphasis on the nature of mathematical thinking and how proof contributes to the theory of knowledge in mathematics. This would make it especially suited, but certainly not limited to, those students thinking of taking the International Baccalaureate Standard Level Mathematics course or those who are interested in studying VCE Mathematical Methods or Specialist Mathematics in their Year 11.

Content for this course includes the nature of mathematical proof, advanced algebra, advanced exponentials and logarithms, co-ordinate geometry of the straight line and some advanced graphing (circles and hyperbolae).

Assessment

Demonstration of a student's achievement will be based on the student's performance on a range of assessment tasks that include topic tests, a semester exam and problem solving tasks which are about the application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modelling or problem-solving approaches.

Media

More Real Than Real – Hyperrealities in the Media

The media plays a significant role in our daily lives. We access it frequently to receive entertainment, communication, education and advertisements. The media helps us to understand and make sense of the world. An important question to ask about what we see and hear in the media is: 'is this real?' This allows us to differentiate between what is true and untrue in the media we consume. Increasingly, by using digital technology, the media is able to manipulate reality by using effects that can convince audiences that the impossible is possible.

In year 10 Media, students will have the opportunity to explore and develop media productions using digital video and photographic technology that will allow them to manipulate reality.

They will also develop an understanding of how media productions can manipulate reality and how audiences interpret these productions. This will involve completing comparisons between two speculative science fiction films from different decades that may include *The Matrix*, *Inception*, *West World*, *Scott Pilgrim vs The World*, *eXistenZ*, *The Lawnmower Man*, *Johnny Mnemonic*, etc.

Content

- Digital photography – camera editing techniques
- Digital Video –camera and Premiere Pro video editing techniques
- Film analysis

Work requirements

- Class work and visual awareness
- Use of digital camera and editing software
- Scripting and storyboards
- Photoshop exercises
- Study of narrative and concepts in film
- Class work and film viewing
- Analysis of film and cinematography techniques

Assessment

- Production folio
- Film study
- Camera and Photoshop primer
- Examination

Music Performance and Styles

This course will develop performance skills, both individually and as part of a group. Students will learn to evaluate performances and study performance technique. There will be an emphasis on theory and aural training so students will be prepared for future music studies. Students will develop their composition skills, supported by music technology, and participate in activities exploring music of different styles.

Music Performance and Styles will provide students with the necessary background for the VCE Music Performance, VCE Music Investigation and for IBDP Music subjects. It will provide them with time to perform, compose and consolidate their musicianship skills.

Students at this level will be required to have private instrumental or singing lessons for this subject, since performance skills are an integral part of the class lessons and are ultimately the chief focus of the course.

Content

Students studying Music Performance and Styles will:

- Perform and read music individually or as part of a vocal or instrumental ensemble
- Develop aural and theoretical skills in preparation for VCE or IBDP music studies
- Create compositions in various styles, using different structures
- Explore a range of music styles and genres

Assessment

- Class performances
- Musicianship and genre tests
- Folio of compositions
- End-of-semester examination

Software Engineering

Using an IT standard called the Problem Solving Methodology, students will complete projects in two different programming languages: a scripting language called Python, and Visual Basic, an object-orientated language. They will learn both languages through a set of activities and at the conclusion of the unit will produce software of their own design in collaboration with their peers. In addition, they will undertake hardware and software investigations to gain an understanding of the platforms on which software operates.

Students focus on developing skills to create purpose-designed solutions using programming languages. Students will respond to given software designs and develop a set of working modules. They will learn basic programming techniques such as syntax, data types and data structures, functions, control structures (looping and conditional statements), graphics, and animation.

Throughout the semester students will participate in class activities to develop these skills. They will also work independently to practise skills and build on their knowledge, creating a portfolio of worksheets and coding tasks.

Key knowledge and skills

- Applying the Problem Solving Methodology
- Understanding the role of hardware and software
- Designing and implementing code
- Object-orientated programming

Assessment

Assessment will be based on the level of programming skills acquired and the student's ability to apply these skills using the Problem Solving Methodology.

Assessed tasks will include:

- Folio of programming tasks
- Python software project
- Hardware and software investigation
- Visual Basic software project
- Examination

Sports Science

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

Sports Science will cover the following topics:

- What is sports science and how does it contribute to sports performance?
- Study and career pathways in sport, exercise and health
- Differences between casual and elite sport performers
- What does it take to be 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
- Measurement and evaluation of an athlete including pre-program screening, performance testing and identifying strengths and weaknesses
- Developing an holistic training program – training principles and the training cycle, performance recovery
- Using problem-based approaches to help develop performance

Assessment

- Two written tests: (a) anatomy – skeletal and muscular systems, sports medicine; (b) biomechanics and physiology
- Two projects/oral presentations: (a) sports injuries and rehabilitation; (b) sports equipment and technology
- Examination

Visual Communication Design

Design is Everywhere. Explore the design fields in Communication, Industrial and Environmental design.

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 resolve a brief.

The emphasis in Visual Communication Design for 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. Software at the college includes Photoshop, illustrator and sketch up. Students will explore at least one of these. Students learn to scan, manipulate and print images to cater for their design task. This 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.

Career Opportunities

Visual Communication can provide pathways to training and tertiary study in design and design - related studies, including communication, industrial and fashion design, architecture and media.

Content

- Freehand and Rendered Drawing Skills
- Instrumental 2D and 3D Drawing
- Technology - Computer Aided Design
- Design Skills, Design Thinking, Elements and Principles
- Analysis and Terminology
- Design Industry and Career Programs

Work Requirements and Assessment

- Observation drawing
- Design analysis
- Logo and package design
- Poster design
- Examination

VCE Units 1 and 2 Subjects

Academically-able students in year 10 can access some subjects usually reserved for year 11 students to assist in the transition to studies at senior level and to provide for some extension to a program of study. The following VCE Units 1 and 2 subjects are available to students in year 10 in 2018. For more information about content and assessment for these subjects please refer to the VCE Course Guide 2018 available on the College website.

- Twentieth Century History
 - Visual Communication Design
 - VET Creative Digital Media
-
- Australian and Global Politics
 - Biology
 - Business Management
 - Chemistry
 - Computing
 - Drama
 - Economics
 - Food Studies
 - Geography
 - Health and Human Development
 - Legal Studies
 - Literature
 - Media
 - Music Performance
 - Outdoor and Environmental Science
 - Philosophy
 - Physical Education
 - Physics
 - Psychology
 - Studio Arts

Victorian Certificate of Education Course

Key Learning Areas		Units 1 and 2	Units 3 and 4
English		English/EAL Literature	English Literature
Mathematics		Mathematical Methods General Mathematics Specialist Mathematics Foundation Mathematics	Mathematical Methods Further Mathematics Specialist Mathematics
Science		Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
Humanities		Geography Twentieth Century History Philosophy Outdoor & Environmental Science	Philosophy Geography Australian History History: Revolutions
Commerce		Australian and Global Politics Business Management Economics Legal Studies	Business Management Economics Legal Studies Global Politics
The Arts	Performing Arts	Drama Music Performance	Music Performance Music Investigation Theatre Studies
	Visual Arts	Studio Arts Visual Communication Design Media	Studio Arts Visual Communication Design Media
Health Sport and Exercise Science		Health and Human Development Physical Education Food Studies	Health and Human Development Physical Education Food Studies

Key Learning Areas	Units 1 and 2	Units 3 and 4
Digital Technologies	Computing	Software Development
Languages other than English	Chinese Language, Culture and Society Chinese First Language French Indonesian	Chinese French Indonesian
VET Studies	Community Recreation Hospitality Creative Digital Media	Community Recreation Hospitality Creative Digital Media

International Baccalaureate Diploma Programme

Subject group	Year 11	Year 12
Language - A	Chinese, Chinese First Language, Literature Language and Literature	Literature Language and Literature
Language - B	Chinese French Indonesian <i>ab initio</i> Spanish	Chinese French Indonesian <i>ab initio</i> Spanish
Mathematics	Mathematics SL Mathematics HL	Mathematics SL Mathematics HL
Science	Sport, Exercise and Health Science Biology Chemistry Physics	Biology Chemistry Physics
Humanities	Economics Geography History Psychology	Economics Geography History Psychology
The Arts	Visual Arts Music Theatre	Visual Arts Music Theatre
	Sport	Sport
Other compulsory components	Theory of Knowledge (TOK) CAS (Creativity/Action/Service)	Theory of Knowledge (TOK) CAS (Creativity, Action, Service) Extended Essay



St Leonard's College