



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

# Year 10 Course Guide

## 2024







# Contents

<b>Introduction</b>	<b>3</b>
<b>Core Subjects</b>	
Commerce	6
English/English as an Additional Language (EAL)	7
Geography	9
History	11
Health and Physical Education	12
Mathematics	14
Science	16
Sport	17
<b>Electives</b>	
Art	18
Classical Studies	19
Contemporary Manufacturing	21
Data Science (Applied Computing)	22
Drama - The Performance Project	23
Food Science	24
Geography of Conflict	25
Health - What the Health?	26
History - The Banality of Evil	27
Journalism - A Nose for the News	28
Languages Other Than English	29
Linguistics - The Science of Language	31
Literature	32
Mathematics - Diploma of Number	33
Media	34
Music - Performance and Styles	35
Sport Science	36
Textile Art	37
The Music of Film and Media	38
Virtual Reality (Applied Computing)	39
Visual Communication Design	40
<b>Year 10 Course Guide Contacts</b>	<b>41</b>

**Front cover:**  
Charlie Schmidt, Year 10, 2022  
*Interconnection*  
Digital image

# Introduction

**Welcome to year 10 in 2024. This Course Guide provides details of the subjects available in 2024 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 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 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, Commerce 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.

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 contained in this booklet.

## Year 10 core subjects

Year-long subjects

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

\* Semester-long subjects

## Year 10 Electives

Semester-long subjects

- Art
- Classical Studies
- Contemporary Manufacturing
- Data Science
- Drama - The Performance Project
- Food Science
- Geography of Conflict
- Health - What the Health?
- History - The Banality of Evil
- Journalism - A Nose for the News
- Languages Other Than English
- Linguistics
- Literature
- Mathematics – Diploma of Number
- Media
- Music – Performance and Styles
- Sport Science
- Textile Art
- The Music of Film and Media
- Virtual Reality
- Visual Communication Design
- VCE Units 1 and 2 Subjects

## 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

- Accounting
- Applied Computing
- Art Creative Practice (formerly Studio Arts)
- Biology
- Business Management
- Chemistry
- Chinese First Language
- Chinese Language Culture and Society
- Chinese Second Language Advanced
- EAL
- English
- English Language
- Economics
- Food Studies
- French
- Geography
- Health and Human Development
- Modern History
- Legal Studies
- Literature
- Media
- Mathematics - General Mathematics
- Music
- Outdoor and Environmental Studies
- Philosophy
- Physical Education
- Physics
- Politics
- Religion & Society
- Spanish
- Systems Engineering
- Theatre Studies
- 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.

## Year 10 Subject Selections

### Considerations for electing a VCE Unit 1/2

Students entering Year 10 in 2024 have access to information to assist them in choosing their pathway and subjects. This includes:

- VCE/IBDP Booth Night (Tuesday 20 June MEC)
- Information Assemblies looking at the VCE and IBDP programs
- Mentor support to discuss careers and pathways

Some students elect to study a VCE Unit 1/2 subject as part of their year 10 program. Students will be considered eligible for a VCE Unit 1/2 subject if:

1. The VCE Unit 1/2 subject is offered by the College through the year 10 course handbook.
2. The student has achieved a 'B' average across their semester 1 year 9 subjects.
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.

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 Unit 1/2 subjects: Economics, Chemistry, Physics, Global Politics, Literature, VCD and Biology. This is to ensure that students have the necessary *Approaches to Learning* as well as attendance record to successfully undertake these subjects.

*Note: Students who satisfactorily complete a VCE Unit 1/2 subject in year 10 will be able to continue with the corresponding VCE Unit 3/4 subject in year 11 should they choose to do so.*

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 one semester

*Note: Students must achieve a satisfactory grade in Unit 1 subjects (during semester 1) to continue into Unit 2 (in semester 2). Review of progress and commitment will occur during term 2.*

**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. Subject choices will be confirmed prior to the commencement of transition classes.



## Core subjects

# Commerce

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 provides an introduction to 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 form the assessment. This will include: unit tests, outline of an innovative business idea, legal studies case study and an end-of-semester exam.

If you require more information, please contact George Katris, Head of Learning - Commerce  
[George.Katris@stleonards.vic.edu.au](mailto:George.Katris@stleonards.vic.edu.au)

## Core subjects

# English/English as an 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, 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 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*

## 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.

## Core subjects

# English/English as an Additional Language (EAL)

**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

If you require more information, please contact  
Maggie Walsh, Head of Learning - English  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)



# 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 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 will have on the level of development in a country and between countries. 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 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 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.

They will also explore 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.

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

## Core subjects

# Geography

- 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

If you require more information, please contact Bianca Crawford, Head of Learning - Humanities  
[Bianca.Crawford@stleonards.vic.edu.au](mailto:Bianca.Crawford@stleonards.vic.edu.au)

# History

## 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 world, 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

If you require more information, please contact Bianca Crawford, Head of Learning - Humanities  
[Bianca.Crawford@stleonards.vic.edu.au](mailto:Bianca.Crawford@stleonards.vic.edu.au)

# Health and Physical Education

## 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

## 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.



## Core subjects

# Health and Physical Education

## 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.

If you require more information, please contact Jason Kam, Head of Learning - Health, Sport and Exercise Sciences

[Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

# 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

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 finalized 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 recommendation, 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&2 in year 11 and VCE General Mathematics Units 3&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 in Year 10 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 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.

# Mathematics

## 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 Units 3/4 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 3/4 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 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.

If you require more information, please contact Sara Woolley, Head of Learning - Mathematics  
[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

## Core subjects

# 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.

If you require more information, please contact Lauren Binge, Head of Learning - Science  
[Lauren.Binge@stleonards.vic.edu.au](mailto:Lauren.Binge@stleonards.vic.edu.au)



## Core subjects

# Sport

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. (optional for year 12)

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 (with the exception of cricket which starts at 2.00pm) and finish at 4.00pm (4.30pm for cricket). Students return to school at approximately 4.30pm for home games and 5.30pm for away games. On training days, students return to school by 3.35pm.

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

- Developing the students' skills, knowledge of the sport, fitness and team-work
- Students learning to work together with their coach and team-mates and become a reliable and valuable member of a team

- Students developing a life-long love of participation in sport, whereby they continue playing and being physically active after they leave the College.

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

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

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

If you require more information, please contact Tony Kiers, Head of Sport

[Tony.Kiers@stleonards.vic.edu.au](mailto:Tony.Kiers@stleonards.vic.edu.au)

9909 9469

## Elective subjects

# Art

The creative process, involving critical and creative thinking, is fundamental in making and responding to Art. Through the study and influence of the artistic practices of artists and their role in society, students develop their individual art practice using traditional and innovative approaches, research and exploration, and the development and experimentation of ideas, materials and techniques. Students will 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.

Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society. Students will investigate significant contemporary Australian and First Nation artists, as well as renowned artists of the 20th century. They will develop their literacy skills through the observation and analysis of artworks in the context in which they were created, 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 or IBDP Visual Arts.

### Two-dimensional forms

**Digital Imagery:** Photography and Adobe Photoshop

**Drawing:** Illustration in graphite

**Printmaking:** Drypoint etching

**Painting:** Oil on canvas

### Three-dimensional forms

**Sculpture:** Ceramics or Assemblage

## 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 practices. 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 through the semester
- **Written examination**

If you require more information, please contact Margot Anwar, Head of Learning - Visual Arts

[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)

# Classical Studies

## Course Outline

What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greeks and ancient Romans confronted such questions. Students of Classical Studies read and study works that have captivated and inspired generations. These works teach students about love and devotion, and about anger and betrayal. Ideas about fate and freedom in ancient Greek and ancient Roman works inform students' understanding of humanity and they begin to appreciate the influence of such works on Western civilisation.

In studying classical works, students encounter people like themselves among the defenders of Troy, the competitors at the Olympic Games, the spectators at Athenian drama festivals and witnesses to the struggles in the Roman Senate. Students also encounter people with very different values when they learn about the heroic code, the Roman virtue of pietas and the code of the gladiators. 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.

Students develop skills in textual and art analysis, challenging assumptions, thinking creatively and constructing arguments. These skills are valuable for further study and work as they are readily transferable across a range of disciplines such as English, History and Legal Studies.

## 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.

## 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

# Classical Studies

- 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
- Annotated catalogue
- Research report
- Written analysis
- Short-answer responses
- Multimedia presentations

If you require more information, please contact  
Bianca Crawford, Head of Learning - Humanities  
[Bianca.Crawford@stleonards.vic.edu.au](mailto:Bianca.Crawford@stleonards.vic.edu.au)



# Contemporary Manufacturing (Systems Engineering)

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 students 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, are 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.

If you require more information, please contact Vaughan Anderson, Head of Learning - DigiSTEM  
[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

# Data Science (Applied Computing)

## Aims

As the use of information is becoming more and more prevalent it is important for students to understand how data is used in our modern society using an IT standards including the Problem Solving Methodology and Software Development Models, students will complete three projects:

1. Software or Coding project, produce software of their own design to help gather primary information.
2. A Data Analytics Investigation into Cyber Security where they will produce an interactive or static infographic highlighting how data is used with regard to cyber security.
3. Software project with the focus on a user experience based on innovative technologies with the use of collected and manipulated data.

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 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
- Analyzing and manipulating data
- Using data as a predictor

## Assessment

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

Assessed tasks will include:

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

If you require more information, please contact Vaughan Anderson, Head of Learning - DigiSTEM  
[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

# Drama – The Performance Project

This course is designed to give students a taste of the Theatre/Drama courses offered across both the VCE and IB, but 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 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 or properties), or a mixture of both actor and designer depending on the student's interest.

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

If you require more information, please contact  
Brendan Carroll, Head of Learning - Drama  
[brendan.carroll@stleonards.vic.edu.au](mailto:brendan.carroll@stleonards.vic.edu.au)

# Food Science

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

## Units: 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 conscious. 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.

If you require more information, please contact Jason Kam, Head of Learning - Health, Sport and Exercise Sciences [Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

# 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 flee of fight. 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.

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. 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.

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 the student's performance on a range of assessment tasks, which might include;

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

If you require more information, please contact Bianca Crawford, Head of Learning - Humanities [Bianca.Crawford@stleonards.vic.edu.au](mailto:Bianca.Crawford@stleonards.vic.edu.au)

# Health – What the Health?

Year 10 What the Health? 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. Through 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.

If you require more information, please contact Jason Kam, Head of Learning - Health, Sport and Exercise Sciences [Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

# History - The Banality of Evil

## The Banality of Evil: Peace and Conflict in the 20<sup>th</sup> 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 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 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 significant individuals 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
- Source Analysis tasks
- Class debates
- Essays
- End of semester examination

If you require more information, please contact Bianca Crawford, Head of Learning - Humanities  
[Bianca.Crawford@stleonards.vic.edu.au](mailto:Bianca.Crawford@stleonards.vic.edu.au)



# Journalism - A Nose for the News

### 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

If you require more information, please contact Maggie Walsh, Head of Learning - English  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

# Languages Other Than English

## Chinese, Chinese Second Advanced, French, Spanish

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

# Languages Other Than English

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 Second Language Advanced:** Students will learn about the three prescribed themes: The individual; The Chinese speaking communities; The world around us. The student is also expected to be familiar with and be able to produce the five kinds of writing: personal, imaginative, persuasive, informative and evaluative.

**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.

**Spanish:** 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
- 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

If you require more information, please contact Elvira Caballero, Head of Learning - Languages  
[Elvira.caballero@stleonards.vic.edu.au](mailto:Elvira.caballero@stleonards.vic.edu.au)

# Linguistics – The Science of Language

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.

If you require more information, please contact Maggie Walsh, Head of Learning - English  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

# 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

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, 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.

If you require more information, please contact Maggie Walsh, Head of Learning - English  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

# Mathematics – Diploma of Number

In conjunction with the Core Mathematics class at year 10, this elective is designed to give students an opportunity to develop their number and other mathematical skills to support both their year 10 coursework and their learning and understanding in their IBDP or VCE studies.

It is designed for students of all mathematical ability but particularly for those students heading towards Mathematics subjects that do not have access to a calculator for all of their mathematical work. Number skills underpin all work related to the learning areas of Mathematics. It is often when students reach year 10 and 11 that they realise that it is their skill related to number that is holding them back in new topic areas related to algebra, probability, graphing and more.

## Content

This course will consider:

- Divisibility tests, factor trees and prime factorisation and their role in dealing with numeric calculations
- Tricks and tips related to mental strategies for dealing with number
- The role of factorials in probability and combinatorics problems
- A look at base number systems including binary numbers
- An introduction to graph theory
- The use of prime numbers in cryptography (encryption methods)
- Number patterns and sequences and series

- A look at number sets including irrational numbers and imaginary numbers (as an extension topic for those interested)

## Assessment

- Written tests
- A small research investigation and poster presentation related to a number topic

If you require more information, please contact Sara Woolley, Head of Learning - Mathematics  
[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

## Elective subjects

# Media

### Unit Descriptor

The Media elective 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 & selective of what they are exposed to in the media
- Express ideas through media forms & 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:

- 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

#### 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 Assessment – 20%
- Production Assessment – 55%
- End of Semester Examination – 25%

If you require more information, please contact Margot Anwar, Head of Learning - Visual Arts  
[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)



## Elective subjects

# Music – Performance and Styles

**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 a soloist 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

If you require more information, please contact Nicole Hutchinson, Head of Learning - Music  
[nicole.hutchinson@stleonards.vic.edu.au](mailto:nicole.hutchinson@stleonards.vic.edu.au)

# Sport 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

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

If you require more information, please contact Jason Kam, Head of Learning - Health, Sport and Exercise Sciences [Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

# Textile Art

## 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 Nation 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 or IBDP Visual Arts.

### Wearable Art

#### Garment Design and Construction

Fabric Embellishment: Dyeing and painting techniques

### Soft Sculpture – Textile Art

#### 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 submit a resolved garment design for Unit 1 and a resolved artwork for Unit 2
- **Written Examination**

If you require more information, please contact Margot Anwar, Head of Learning - Visual Arts  
[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)

# The Music of Film and Media

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, the refining process and the post-creating reflection

## Assessment

- Film Score Compositions
- Media Compositions
- Responses to Listening tasks
- Creating Journal

If you require more information, please contact Nicole Hutchinson, Head of Learning - Music  
[nicole.hutchinson@stleonards.vic.edu.au](mailto:nicole.hutchinson@stleonards.vic.edu.au)

# Virtual Reality (Applied Computing)

## Aims

Primarily utilizing the problem solving methodology that is used in most software solutions, students will complete three projects. The first project is investigating a virtual reality program and evaluating its effectiveness in communicating an idea. The second project will focus on understanding the key mechanics of virtual reality. The third project is working with this newfound knowledge to make an interactive Virtual Reality program.

The main three projects will be:

1. Investigative project: Researching a Virtual Reality program in collaboration with their peers.
2. Skill building in VR: Where students will journey into using Virtual Reality headsets and Unity, making a basic interactive program created by the teacher to demonstrate how to make environments and engage with them. This will be scaffolded with various portfolio based tasks.
3. Deep level inquiry program: with their peers, students will investigate a problem and create a solution using their Virtual Reality Headset and create a program to investigate/solve it.

Students focus on developing broad and specific Digital skills to create purpose-designed solutions for an audience that wishes to utilize VR. They will learn advanced programming languages such as C#, and the program Unity. Understanding this program focuses on component programming, mathematics and physics, as well as design. They will also understand more comprehensively the solutions that Virtual Reality can bring to the modern world.

Throughout the semester students will participate in deep level inquiry to boost their knowledge of programming and Unity. By working on a set of small portfolio based tasks, students will develop the skills to be able to create an interactive program as a final product.

Key knowledge and skills:

- Applying the Problem Solving Methodology
- Investigating the roles of hardware and software
- Designing and developing a Virtual Reality Program
- Algorithmic thinking and implementation in code
- Designing and implementing code
- Component based thinking and programming
- Familiarization with interaction and impacts of technology

## Assessment

Assessment will be based on the application of a 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:

- An investigative task
- A checklist of programming tasks
- A small interactive unity program tutorial
- A large interactive self-directed Unity Virtual Reality program
- Examination

If you require more information, please contact Vaughan Anderson, Head of Learning - DigiSTEM  
[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

## Elective subjects

# 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.

## 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

If you require more information, please contact Margot Anwar, Head of Learning - Visual Arts  
[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)

# Year 10 Course Guide

## Contacts

### Commerce

George Katris, Head of Learning - Commerce

[George.Katris@stleonards.vic.edu.au](mailto:George.Katris@stleonards.vic.edu.au)

### Digital Technologies

Vaughan Anderson, Head of Learning - DigiSTEM

[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

### Drama

Brendan Carroll, Head of Learning - Drama

[Brendan.Carroll@stleonards.vic.edu.au](mailto:Brendan.Carroll@stleonards.vic.edu.au)

### English

Maggie Walsh, Head of Learning - English

[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

### Health, Sport and Exercise Sciences

Jason Kam, Head of Learning

- Health, Sport and Exercise Sciences

[Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

### Humanities

Bianca Crawford, Head of Learning - Humanities

[Bianca.crawford@stleonards.vic.edu.au](mailto:Bianca.crawford@stleonards.vic.edu.au)

### Languages

Elvira Caballero, Head of Learning - Languages

[Elvira.caballero@stleonards.vic.edu.au](mailto:Elvira.caballero@stleonards.vic.edu.au)

### Mathematics

Sara Woolley, Head of Learning - Mathematics

[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

### Music

Nicole Hutchinson, Head of Learning - Music

[nicole.hutchinson@stleonards.vic.edu.au](mailto:nicole.hutchinson@stleonards.vic.edu.au)

### Science

Lauren Binge, Head of Learning - Science

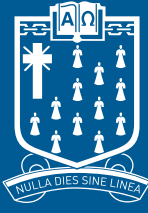
[Lauren.Binge@stleonards.vic.edu.au](mailto:Lauren.Binge@stleonards.vic.edu.au)

### Visual Art

Margot Anwar, Head of Learning - Visual Arts

[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)





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