



**Box Hill High School
Handbook
Studies**

2009

Year 10

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<u>Core Subjects</u>	<u>No of Periods</u>
English	4.5
Mathematics	4.5
A.C.E.	Wednesday – Periods 4 - 6

<u>Elective Subjects</u>	All 4.5 each
Drama	
English (Overseas)	
Economics and Finance	
English as a Second Language	
Food Technology	
General Science, Machine Science, Plant Science, Consumer Science	
Geography	
History	
Information Technology	
Literature	
LOTE – Chinese	
LOTE – German	
The Law	
Music	
Physical Education and Sport	
Psychology	
Art 1	
Art 2	
3D – Design Studies 1	
3D – Design Studies 2	
Visual Communication and Design 1	
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Note: Students must choose a total of eight electives from the above list to make up a full school program. Students who opt to complete one or two VCE subjects will complete the required number of electives to make up a full school program.

YEAR 10 STUDENTS ARE ENCOURAGED TO ATTEMPT AT LEAST ONE VCE UNIT. THOSE WISHING TO DO MORE NEED TO HAVE DEMONSTRATED APPROPRIATE STUDY BEHAVIOUR.

Parents are welcome to discuss any aspect of Year 10 studies with the Year Level Co-ordinator.

The following course outlines have been developed in accordance with Level 6 of the Victorian Essential Learning Standards. Appropriate enrichment learning activities are provided for students achieving above this level.

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ENGLISH

Level 6 VELS - Year 9 and 10

LEARNING FOCUS

Through the study and discussion of texts, issues and themes, students develop their ability to express ideas both in writing and in oral activities. Texts include novels, plays, films, poems and articles from the print media. By reading and exploring these texts, students broaden their vocabulary, develop their appreciation of our language and become critical thinkers, imaginative writers and confident speakers who can present a point of view and use our language for personal and creative expression. Students are encouraged to improve the clarity and fluency of their writing. They compose narratives, personal writing, persuasive pieces and presentations such as plays, videos and formal speeches. Assessment includes a wide range of such tasks, including formal essays on texts; persuasive and analytical writing about issues and media articles; imaginative writing involving plot and character development; personal reflection; and oral presentations.

Domain	Dimension	Key Standards
English	Reading	<ul style="list-style-type: none">◆ Reflection on ideas and issues explored in imaginative texts◆ Reflection on ideas and issues relevant to students' lives that are explored in persuasive texts◆ Critical analysis of a wide range of persuasive texts◆ Understanding how texts are shaped by the time, place and cultural setting in which they are created◆ Using evidence from texts to support oral and written responses◆ Comparing themes from different texts◆ Synthesising information from different texts to form conclusions
	Writing	<ul style="list-style-type: none">◆ Effective use of vocabulary and sentence structures◆ Proofreading and drafting for accuracy and coherence◆ Arguing for a particular point of view◆ Showing and evaluating alternative perspectives◆ Using language to persuade readers◆ Writing for a chosen audience and purpose◆ Organising complex ideas◆ Planning, drafting and writing sustained narratives◆ Exploring and reflecting on complex themes and issues

	Speaking and Listening	<ul style="list-style-type: none"> ◆ Using evidence to justify and support opinions ◆ Selecting persuasive language to influence an audience ◆ Reaching conclusions that take into account different perspectives on an issue ◆ Using note-taking in planning oral communication ◆ Responsive listening to spoken texts with complex subject matter ◆ Presenting information imaginatively to interest an audience ◆ Planning, rehearsing and revising oral presentations for fluency and coherence ◆ Comparing ideas with others and building on others' ideas during discussion
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SCIENCE

Level 6 VELS - Year 9 and 10

LEARNING FOCUS

Students extend their concept of science as a way of knowing to include an understanding of how scientific theories and models drawn from biological, chemical, earth, environmental, physical and space sciences are based on evidence that may initially be tentative and limited. Students develop a qualitative and quantitative understanding of the relationships between force, mass and movement. They explain changes observed in physical, chemical and biological systems in terms of energy. Students make links across related areas of science. They debate from the basis of scientific knowledge, science-related issues reported in the media. The role of scientific theories is discussed. They design and conduct scientific investigations and use a variety of formats to prepare reports. They explore the role of science in the consideration of significant issues to themselves as individuals and to the broader community. Opportunities for employment in science are explored.

DIMENSION	STANDARD
Science knowledge and understanding	Explain the behaviour and properties of materials in terms of their constituent particles and the forces that hold them together.
	Explain how similarities in the chemical behaviour of elements and their compounds and their atomic structure are represented in the Periodic Table.
	Use the table to write electronic configurations
	Use atomic symbols and balanced chemical equations to summarise

	chemical reactions.
	Use abstract concepts to explain natural selection, evolution and genetic inheritance.
	Give both qualitative and quantitative explanations of relationships between force, mass and movement.
	Use the science conception of energy to explain change in a range of physical, chemical and biological phenomena.
	Apply conceptions of geological time to elaborate their explanations of natural selection and evolution, and the origin and evolution of the Universe.
Science at work	Plan and conduct investigations to support or disprove their own hypotheses.
	Evaluate the appropriateness of experimental design and methodology used in these investigations.
	Analyse and interpret ideas and link them with existing understanding
	Describe the science base of scientifically related occupations in their local community.
	Use relevant science concepts and relationships as one dimension in debating contentious or ethically based community issues.
	Demonstrate an awareness of ways in which scientific language is used incorrectly in the mass media.

CONTENT

Materials; Chemical Reactions; Evolution; Genetics; Health and Disease; Movement; Space; Electromagnetism and Electronics; Global Issues; Plant Systems

The program is presented in four separate semester length units:

General Science, that will provide a sound background for all VCE sciences

Plant Science, that will lead onto VCE Biology

Consumer Chemistry, that will lead onto VCE Chemistry

Machine Science that will lead onto VCE Physics .

ASSESSMENT

Topic tests, assignments and practical work throughout the semester.

End of semester examination for each unit.

Note: Students planning to take science subjects in Year11 would be expected to take at least 2 units of Science in Year 10.

A minimum overall grade of **Good** is a prerequisite for progress to Year 11 Science.

MATHEMATICS

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions.

DIMENSIONS

Number

In *Number*, students investigate familiar and unfamiliar situations and contexts involving the use of all types of real numbers. They use irrational numbers such as π , and common surds in calculations in both exact and approximate form. They apply mental, written or technology-assisted forms of computation as appropriate, using estimation to validate their answers. They compute using large or small numbers expressed in scientific notation. They apply the concepts of rounding to either a given number of decimal places or significant figures to check the accuracy of computations.

Space

In *Space*, students investigate the possible orientation of lines in space. They investigate the properties of angles formed when lines (including parallel lines) intersect. They learn how space is enclosed in two and three dimensions, and systematically investigate the properties of boundaries and regions on surfaces with shapes such as polygons and circles, prisms and polyhedra/including the platonic solids. They learn to use the concepts of congruency and similarity to compare the size and shape of polygons. They investigate the properties of similar triangles.

Measurement, chance and data

In *Measurement, chance and data*, students measure and estimate perimeter, area, surface area, mass, volume, capacity, angle, and the rates of speed, density and concentration. They use and convert units to suit the purpose of measurements. They use formulas (including trigonometry) to calculate perimeters, areas, angles in shapes, and the surface areas and volumes of solids. They use degrees and radians, as applicable, for units of measurement of angles. Students apply probability concepts to aspects of chance and risk in everyday life. Students collect and use data samples. They select appropriate representations to display data distributions, centrality and spread.

Structure

In *Structure*, students learn to categorise natural, integer, rational and irrational numbers in relation to real numbers. They use the concepts of order, discrete and continuous, and finite and infinite in relation to these sets of numbers. Students apply algebraic properties (for example, closure, associative, commutative, identity, inverse and distributive) to expressions, formulas and equations. Students work with functions (for example, linear, quadratic, reciprocal, exponential), simple transformations of these functions, their graphs and related algebraic properties. They solve equations of the form $f(x) = k$, where k is a real constant. They solve simultaneous linear equations using algebraic, numerical and graphical approaches.

Working Mathematically

When *Working mathematically*, students develop generalisations by abstracting the features from situations, expressing these in words and symbols. They test propositions, and use formal mathematical arguments to test their truth, modifying them as required. They solve problems in a wide range of practical, theoretical and historical contexts and communicate the results of these investigations..

ASSESSMENT

A variety of assessment methods and tasks are used to establish levels of student performance. These methods and tasks may include topic tests, assignments, problem solving tasks, workbook inspection, homework sheets, and major projects.

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GERMAN

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

Students compare and contrast aspects of life in the German-speaking countries with those in Australia and identify similarities and differences. Students learn strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages.

Students interact to exchange information and opinions on topics related to the world of adolescence including student exchange, the environment, media, jobs and money.

By initiating and participating in class and chat room discussion and writing tasks, students expand their knowledge of spoken and written conventions. They conduct research and reorganise to present to others in a range of spoken and written forms.

Students consider the audience, purpose and appropriate language for a range of communication tasks including listening, speaking, reading and writing tasks. They use a range of communicative tools and ICT applications in their own research and development of original language.

STANDARDS

COMMUNICATING IN GERMAN

At Level 6 students recall most of the main ideas, objects and details presented in a topic. They reproduce the main features of grammar in the language and identify differences with English and other languages.

Students identify relevant information and ideas from spoken texts. Students use a range of strategies to assist in listening comprehension.

Students demonstrate awareness of the language requirements of a range of situations associated with the topics studied, and adapt language for the role, audience and purpose of the interaction. Students communicate information in translation and interpretation activities.

Students read texts and identify and extract main ideas and detailed information for use in new contexts. Students create simple original text for specific audiences and purposes. They write paragraphs and extended responses, using appropriate language.

INTERCULTURAL KNOWLEDGE AND LANGUAGE AWARENESS

They demonstrate understanding of cultural influences on the way people behave and use language. Students use reflection, drafting, questioning linguistic relationships, observations and hypothesising to demonstrate an understanding of language as a complex system. Students contribute to discussions about the general concept of culture, and the relation of cultures to each other, including the effects of migration and travel.

ASSESSMENT

Tests (oral and written), role plays, assignments on cultural and historical topics, dictations, classwork, and workbook.

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CHINESE

LEVEL 6 VELS - Year 9 & 10

LEARNING FOCUS

Students compare and contrast aspects of life in the German-speaking countries with those in Australia and identify similarities and differences. Students learn strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages.

Students interact to exchange information and opinions on topics related to the world of adolescence including student exchange, the environment, media, jobs and money.

By initiating and participating in class and chat room discussion and writing tasks, students expand their knowledge of spoken and written conventions. They conduct research and reorganise to present to others in a range of spoken and written forms.

Students consider the audience, purpose and appropriate language for a range of communication tasks including listening, speaking, reading and writing tasks. They use a range of communicative tools and ICT applications in their own research and development of original language.

STANDARDS

COMMUNICATING IN CHINESE

At Level 6 students read short modified texts with fluency. They read for meaning and understand ways of using ideographic cues to extend understanding. They apply knowledge of characters and punctuation in new contexts and extend their range of familiar characters. They use a range of techniques for remembering and acquiring new character knowledge. They write linked paragraphs and some extended passages. They use strategies for checking and self-correcting their character use including using ICT applications. They apply word processing skills, use dictionaries and integrate these with other ICT skills and knowledge to produce products in the language.

INTERCULTURAL KNOWLEDGE AND LANGUAGE AWARENESS

They demonstrate understanding of cultural influences on the way people behave and use language. Students use reflection, drafting, questioning linguistic relationships, observations and hypothesising to demonstrate an understanding of language as a complex system. Students contribute to discussions about the general concept of culture, and the relation of cultures to each other.

ASSESSMENT

Tests (oral and written), role plays, assignments on cultural and historical topics, dictation, classwork, and workbook.

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GEOGRAPHY

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

Students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere, for example, the hydrologic cycle, plate tectonics or the weather. Students investigate the interaction of human activities with the natural environment by studying issues such as global warming and climate, land degradation and desertification, air and water pollution. Students undertake inquiry-based investigations of development issues, such as resource use. They also engage in field work activities to collect, collate, analyse and evaluate data relating to the natural environment.

DOMAIN:	DIMENSION:	KEY ELEMENTS OF STANDARDS:
Humanities – Geography	Geographical knowledge & understanding	* Explain the operations of a major natural system and its interaction with human activities
		* Examine the consequences of this interaction and develop a policy to address a related issue
		* Describe global patterns of development from a range of perspectives, identifying and describing factors that determine these
		* Analyse developmental issues
		* Formulate and evaluate comprehensive policies (including for sustainable use/management of resources) to alter development patterns at range of scales
	Geospatial skills	* Accurately interpret information on different types of maps and photographs, at a range of scales
		* Use map evidence to support explanations draw inferences and predict associated outcomes
		* Collect and collate information from fieldwork observations, presenting findings using geographical presentation conventions.

CONTENT

Topics covered include plate tectonics, land degradation & desertification, global development patterns, and global development issues (focus on population). Students further develop their understanding of spatial concepts and build on their skills of mapping, visual analysis and interpretation of different types of data. Students also complete an extended inquiry project based on the steps of research (semester two).

ASSESSMENT:

Assessment is based on investigation, communication and participation by means of workbooks, research tasks, tests, mapping exercises and participation in class discussions, role plays and activities.

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HISTORY

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

Students investigate how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonisation of Australia, including the perspective of that settlement as invasion. They learn about the struggles and successes of the Aboriginal and Torres Strait Islander communities to gain political and social rights. Students explore significant people and events that have contributed to the development of modern Australia, including Federation and World War One and World War Two. They consider the impact of war on people and countries. Students also learn about key twentieth and twenty-first century events, ideologies and social movements that have shaped the modern world, such as the United Nations.

DOMAIN	DIMENSION	KEY ELEMENTS OF STANDARDS:
Humanities – History	Historical knowledge and understanding	*Analyse and describe the factors involved in the British colonisation of Australia
		*Evaluate the impact on Aboriginal and Torres Strait islander communities of British colonisation
		*Analyse significant events and movements improving the civil and political rights of groups of Australians, describing the contributions of key participants/leaders
		*Compare different perspectives about a significant event
		* Explain the historical foundation of contemporary issues (e.g. constitutional change, land rights, multi-culturalism, changing community values and beliefs)
		In the 20 th and 21 st centuries: Analyse the impact of significant events and ideas shaping world history
		Describe and explain key changes in social/political attitudes, ideologies, values
		Explain how key political ideas have operated in one or more contexts

		Demonstrate an understanding of globalisation and aspects of Australia's role in global issues/international sphere
	Historical reasoning and interpretation	*Frame key research questions to guide investigations, and locate relevant resources including contemporary media and online resources
		*Use a variety of primary and secondary sources
		*Critically evaluate sources of evidence
		*Document sources , using historical conventions
		*Develop historical explanations in a variety of forms, using a range of methods

CONTENT

Topics covered include the Federation of Australia and the institutions and ideas that contribute to our national identity, World War One, the 1920s, the 1930s depression years, extreme political ideologies of the C20th (a brief overview of the main ideas behind fascism, socialism and communism), World War Two and Australia's foreign policy, the development of indigenous rights in Australia, and post-war immigration. They learn about notable Australians and how global events impacted on Australia, focusing with a focus on how Australian society changed and what challenges face Australia in the 21st Century.

ASSESSMENT

Assessment is based on investigation, communication and participation by means of workbook exercises, tests, research assignments, contributions to discussions and participation in class activities.

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INFORMATION AND COMPUTER TECHNOLOGY

VELS Level 6 - Yr 9 & 10

LEARNING FOCUS

ICT is a year 10 elective. Students work with three MS products – Excel, Access and Visual Basic. Macromedia Dream Weaver is used as an alternative to MS Front Page.

Students use MS Excel to sort and filter data, make complex decisions and use more advanced system functions such as Choose and VLookUp.

Database technology is examined using MS Access. Data types, fields, records and primary keys are examined. Databases with two logically linked tables are considered and the Query and Report wizards are used to facilitate the easy compilation of quality reports. The data dictionary is used as a design and documentation tool. If time is available, Structured Query Language will be introduced.

The web component uses Macromedia Dream Weaver. This is a powerful web development tool and is preferred by many for its powerful features. Students form virtual teams and use electronic methods to communicate with team members in order to design and produce the website. Hierarchy charts & story boards are used to facilitate the design and documentation of the website. HTML is introduced and if time is available, Javascript can be used to add interactive features to the web pages.

The programming component uses Visual Basic as the development tool. The Graphic User Interface is further developed, data types, arithmetic operators, loops and simple arrays are used to provide functionality to the form. Flowcharts and truth tables are used to help students design the logic of their programs. Program comments are required to document the code and test tables are used to help students evaluate their products.

Theory topics include hardware, networking and related security, critical path analysis in Project Management and A.D.D.T.I.E problem solving methodology. Issues related to software copying, piracy and copyright are examined.

Dimensions	Standards
ICT for visualising	Students use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new

thinking	understanding. They use visualising thinking tools and apply ICT techniques to support causal reasoning and to model and describe the dynamic relationship between variable and constant data values to test hypotheses. Students are efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking.
ICT for creating	Students appraise different strategies for organising and managing resources involved in problem solving and creating information products. They use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion. They apply strategies that protect their files from being corrupted, stolen or accidentally lost. Their products demonstrate a clear sense of purpose and respect for the audience. Students apply processing practices that take into account their legal obligations and ethical considerations.
ICT for communicating	Students apply techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators. They use accepted protocols to communicate regularly online with peers, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.

ASSESSMENT

Assessment will be based on a weighted average of tests and electronic folios. Students will normally be expected to produce five spreadsheets, four access databases, an appropriate contribution to one website, four Visual Basic windows applications and attempt least one test.

Weighting coefficients of the assessment tasks will be roughly proportional to the time spent on each task.

FOOD TECHNOLOGY

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

Food Technology focuses on students working safely/hygienically with a range of tools and equipment, including some which are complex. Students use a range of materials/ingredients, components and processes to produce a variety of products.

Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Students follow the design process to meet the requirement of a specified design brief. Students will investigate the requirements of the design brief in order to design and produce a product for a specific purpose. Students will design a range of design options and select and produce their preferred option. Students will then use evaluation criteria they have developed to analyse, evaluate and make suggestions for future modifications.

Strand	Domain	Dimension	Standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion.	<ul style="list-style-type: none">• Students study health trends and the nutritional status of different groups of Australians.
Interdisciplinary learning	Design, Creativity and Technology	Investigating and designing.	<ul style="list-style-type: none">• Identify considerations and constraints within a design brief.• Perform research tasks to identify the needs of a variety of case studies.• Students design a variety of options to fulfil the requirements of a design brief.

			<ul style="list-style-type: none"> • Students successfully use the skills and knowledge they have gained to produce products that fulfil the design brief.
		Producing.	<ul style="list-style-type: none"> • Evaluate behaviour that influences personal safety and that of others. • Select and work safely and hygienically with the correct equipment to perform complex process accurately. • Students are able to make modifications to improve product results.
		Analysing and evaluation.	<ul style="list-style-type: none"> • Students develop and use evaluation criteria to critically analyse processes, materials and equipment used. • Students suggest modifications or changes to rectify problems. • Investigate and evaluate innovative new technology in the industry.

ASSESSMENT:

Assessments are based on participation in practical activities and submission of assignments.

Bookwork:	10%
Assignments:	30%
Practical work and Log book:	60%

THE LAW

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

This unit examines the interrelated areas of Law, Government and Civics and Citizenship as part of Australian society. Students' will explore the origins of Australia's legal system and how laws are made as well as analysing key features of Australia's political system at local, state and federal levels.

Dimension	Standards
Civic knowledge and understanding	<ul style="list-style-type: none">• Identify the key values and origins of Australia's legal system• Describe the key judicial and enforcement structures at federal, state and local levels• Explain the reasons behind citizenship and becoming an active citizen• Explain the role of parliament in the law making process• Examine a selected area(s) of law such as criminal law, civil law motor vehicle law and the law and young people• Describe Australia's electoral system and the role of political parties in Australia
Community engagement	<ul style="list-style-type: none">• Articulate and defend their own opinions about political, social and environmental issues in national and global contexts.

ASSESSMENT

Students are assessed on the basis of their class work and homework including the maintenance of a written workbook/folder.

Topic tests and at least one major assignment are also used to evaluate performance and effort throughout the semester.

ECONOMICS AND FINANCE

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

This unit contains two areas of study. The first deals with an examination of the Australian economy. Here students will study basic economic principles including scarcity, opportunity cost and how prices are determined in a market economy. Additionally, coverage is given to the management of the Australian economy, in particular to the role played by government, big business and unions within a global economic context.

Personal and business financial management issues form the basis of the second area of study. Topics covered include budgeting, balance sheets and financial recording in a personal and business context. The application of ICT is used where appropriate in this area.

Dimensions	Standards
Economic knowledge and understanding	<ul style="list-style-type: none">• Analyse how goods and services are produced and how markets work.• Predict how prices will change when there is either a surplus or a shortage.• Explain how surpluses and shortages influence the behaviour of consumers and producers.• Describe the ways the government influences economic outcomes at the national level.• Explain the role of market force in resource allocation.• Examine the nature and importance of trade to the Australian economy.• Demonstrate an understanding of personal and business financial management.
Economic reasoning and interpretation	<ul style="list-style-type: none">• Describe how government policies, enterprise and innovation affect the economy and environment in terms of employment, the use and provision of resources, exports and imports and ecological sustainability.• Discuss how contemporary issues related to global resource use and management affect the Australian economy.• Plan and conduct investigations in order to research an economic problem.

ASSESSMENT

Students are assessed on the basis of their class work and homework including the maintenance of a written workbook/folder.

Topic tests and at least one major assignment are also used to evaluate performance and effort throughout the semester.

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MUSIC

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

The students will be given the opportunity to take part in and help in the organisation of a major public performance. The students will be involved in creating, performing and interpreting instrumental and/or vocal works in a range of styles. Students who play an instrument will be encouraged to use their instrument in the classroom setting.

CONTENT

Arts Practice

Students will rehearse interpret and present music in a range of styles relevant to those studied in class. The art of arranging will be developed utilising the latest technology available at the Alfred Brash Soundhouse. The students will have the opportunity to develop the organisational skills necessary to stage a concert.

Responding To The Arts

The study of the history of Rock' n Roll will be continued from the Year 9 course and lead up to the music of today. A discussion of the role of music within different cultural and historical contexts will be investigated as well as a study of the ways in which technological change has influenced the shape and direction of music historically and culturally.

LEARNING OUTCOMES

Arts Practice

Students are expected to make and present music which explores themes, issues and ideas. Structure and present music works appropriate to chosen styles and forms.

Responding To The Arts

Students are expected to analyse and interpret the structure, content and aesthetic qualities of music works and the characteristics and role of music in different cultural and historical contexts.

ASSESSMENT

OUTCOMES	TASKS
Arts Practice	Practical Tests
	Solo and Group performance
	Participation, theory tests, exercises
Responding to the Arts	Listening exercises and Tests

HEALTH/PHYSICAL EDUCATION

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

Health and Physical Education provides students with knowledge, skills and behaviours that will enhance their physical, mental, social and emotional health. Students explore views about fitness and learn to assess their personal fitness goals. Students are encouraged to develop a range of high-level movement and manipulative skills. They will be introduced to new sports and activities which will require them to learn new skills or adapt previously learnt skills in a new context. Students will continue to develop their knowledge of the relevant social issues and investigate their rights and responsibilities in these areas.

Strand	Domain	Dimension	Key elements of standards Students:
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity	...demonstrate proficiency in the execution and movement skills during complex activities. Use training methods to improve their fitness level.
		Health knowledge and promotion	...identify and describe a range of social and cultural factors that influence the development of personal identity and values.
	Interpersonal Development	Working in teams	...employ and devise skills and strategies to counter tactical challenges in games situations.
	Personal Learning	Managing personal learning	...assume responsibility for conduct of sporting competition and behaviour.

CONTENT

Sports/activities include: Fitness, Fundamental motor skills, Athletics, Touch football, and Lacrosse

Theory classes include: Skills acquisition, Health Issues, Drugs, Media influences, Sexuality, Mental health

ASSESSMENT

Students will be assessed on:

- Their level of participation
- Skill development
- Teamwork and cooperation
- Tests and assignments
- Workbook

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ENGLISH AS A SECOND LANGUAGE (ESL)

Level 6 VELS - Year 9 & 10

LEARNING FOCUS

The ESL Elective at this level gives students intensive experience in the practical application of language. The elective is in addition to English classes that are part of the core of subjects taken at all levels. The course aims to both strengthen and extend students' knowledge and use of the language of English through specific and varied written and spoken pieces of set work. Students may also obtain assistance with language requirements of work from mainstream classes.

DIMENSIONS

Reading: A variety of texts, including short stories, newspaper articles, instruction manuals such as Driving Rules, advertisements, videos, materials relating to social structure and citizenship. Students will read for language components and structure, the purpose and audience of each piece, the tone and meaning and will extend their vocabulary and knowledge of grammatical structures and devices.

Writing: Students will adapt their writing to particular audiences and purposes. They will learn grammatical devices to assist with this, including abbreviations, written conversation, notetaking from, e.g., videos, the structure and language of written reports. They will use modelling as a learning device. Students will keep a journal.

Speaking & Listening: Students will act on instructions and question those instructions to clarify tasks. They will discuss current relevant issues, practice interview skills, self-correct grammar and pronunciation, converse with peers to display and extend cultural and linguistic knowledge. They will listen to videos on diverse cultural subjects.

STANDARDS

Reading

- Interpret, and respond to, a range of accessible mainstream texts in use across the curriculum in the context of guided activities.
- Identify some of the qualities that improve the cohesion and accessibility of written texts
- Interpret a range of texts from across the curriculum drawing on related background information associated with the content and text type.
- Use a range of strategies for understanding text at the word, sentence and whole-text level and, with guidance, employ research skills to find some relevant information.

Writing

- Communicate ideas, opinions and information through a range of text types after teacher modelling and support.
- Have sufficient control of key linguistic structures and features to write cohesive texts for a range of purposes.
- Demonstrate understanding of how the purpose and audience of a text can influence the content and form of the writing.
- Focus on planning and editing writing to improve range and clarity of expression. [[Back to Contents](#)]

ENGLISH AS A SECOND LANGUAGE

Intensive English Course for New Overseas Students

LEARNING FOCUS

This is a 20 week course. Students in this class are usually at Stage S2 or S3. The focus is to develop students' confidence and competence in speaking and listening, reading and writing through a variety of texts and a range of activities and resources. These resources include spoken and written texts and electronic media with a focus on Australian culture.

DIMENSIONS

Speaking and Listening

Students participate in discussion and reading aloud. They refine their skills of pronunciation and practise intonation and stress when speaking. Activities include role-plays and formal presentations. They listen to audio and video material to strengthen aural skills.

Reading

Students read and interpret a variety of texts including short stories, novels, newspaper articles, instructions, descriptions, reports, history texts and maps. They investigate content, structure, purpose and audience of each piece and extend their vocabulary and knowledge of grammatical structures and devices.

Writing

Students write descriptions, information, persuasion, instructions and literary analysis. They plan and draft work, paying particular attention to the structure of the piece including paragraphs and sentences. They use technology to assist with writing.

STANDARDS

Speaking and Listening

Interact in routine social or subject-based activities using mainly creative language and handling a degree of unpredictability.

Use appropriate English in familiar classroom situations, demonstrating an awareness that English changes according to purpose and audience.

Use and respond to the structure and features of spoken English, in familiar and some unfamiliar classroom situations.

Use a repertoire of communication strategies to negotiate communication in English and to support interaction.

Reading

Read with understanding, a range of texts from mainly familiar and some unfamiliar contexts, containing predictable structures and mostly familiar vocabulary.

Draw upon contextual information to assist comprehension.

Display an understanding of text organisation at the sentence and whole-text level in familiar contexts.

Use a repertoire of strategies to read mainly familiar factual and fictional texts.

Writing

Write a weekly journal. Write short imaginative and informative texts in familiar topic areas, drawing on knowledge of the writing process and on modelled texts.

Write short texts, based on mostly familiar content and taking account of purpose and audience.

Demonstrate improving control over text types in familiar areas by adapting modelled text structure features.

Use a repertoire of writing strategies to write some key, subject-based text types.

ASSESSMENT:

Speaking and Listening

Participation in formal and informal oral and aural communication activities.

Reading

Take reading and writing pre-test on commencement of course. Read with understanding and improving fluency from a range of texts: books, newspapers, magazines, on-line data.

Writing

Complete a range of writing tasks for different purposes and audiences: informative, descriptive and persuasive texts, comprehension exercises and text analysis.

Complete various grammar exercises and tests.

Complete reading and writing test on completion of course.

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PSYCHOLOGY

Level 6 VELS - Year 10

LEARNING FOCUS

Psychology is the study of the mind and behaviour in both humans and animals. This course introduces students to the scientific research: what psychologists do. It investigates different strands of Psychology including sport, clinical and forensic.

LEARNING OUTCOMES:

- Develop an understanding of the diversity of applications, language, methods and major ideas of psychology;
- Understand the integrated nature of the history of psychology, background and major theorists in the discipline;
- Develop skills in the conduct of empirical research including data collection, analysis and critical evaluation of conclusions;
- Interpret results in terms of models and theories

DIMENSIONS

This area of study focuses the role of a psychologist and why psychology is considered a science. The history of Psychology, how to become a psychologist, working as a psychologist, the responsibilities of a psychologist and Psychology as a science- the scientific method will be explored.

The course can include the following:

Sport Psychology: The area of study focuses on behaviour that relates to humans in their everyday life. Working as a sport psychologist, types of motivation and why we set goals are examined.

Social Psychology: this area focuses on the nature of human behaviour in groups, social cohesion and leadership styles.

Forensic Psychology: This area focuses on the dysfunctional aspect of human behaviour with support structures for people exhibiting this behaviour. What is forensic Psychology?

Dangerousness, stalkers and stalking and criminal profiling will be studied.

ASSESSMENT:

- Empirical Research activity (ERA's)
- Multimedia presentation
- Exam
- Evaluation of research
- Tests, assignments, Essays

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DESIGN STUDIES

Level 6 VELS - Year 10

LEARNING FOCUS

Students will further develop the ability to explore and apply decision making skills to achieve 3D outcomes using multimedia eg. wood, metal, glass, fabrics. It will be essential to negotiate a design brief which will justify their works content. This process will be recorded using their visual design workbook. During the course students will further develop and demonstrate technical competence in the use of tools, machinery and equipment demonstrating safe workshop practices. Students will be expected to describe and discuss ways that their own art work and others art work communicate and challenge ideas and meaning. Undertaking semester 1 and 2 of this course will be advisable as preparation for VCE art related studies.

VISUAL COMMUNICATION & DESIGN

Level 6 VELS - Year 10

LEARNING FOCUS

Visual communication and design seeks to educate student's visual and creative abilities. The course develops student's critical eye for design and analysis, confidence in their aesthetic judgment and ability to respond to a design brief. VCD directs students through a series of design tasks that build skills and knowledge of final presentations and drawing systems. Students will explore a range of media including a compulsory all day airbrush workshop. All excursions and workshops will be included in the school subject levy.

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