



LILYDALE HEIGHTS  
COLLEGE

# CURRICULUM HANDBOOK



**YEAR 10 | 2024**

## TABLE OF CONTENTS

<b>Curriculum Information</b>	<b>3</b>
<i>Victorian Curriculum</i>	4
<i>Satisfactory Completion of the Year 10 Program</i>	5
<i>Books, Class Sets, and eBooks</i>	5
<i>Homework</i>	5
<i>Library And Information Resource Centre</i>	6
<i>Parent Payments</i>	6
<i>Communication With Parents</i>	6
<i>Pathways and Work Experience</i>	6
<i>English as an Additional Language</i>	7
<i>Student Wellbeing and Engagement</i>	7
<b>Year 10 Selection Process</b>	<b>7</b>
<b>English Learning Area</b>	<b>8</b>
<i>English (Compulsory subject except for EAL students)</i>	8
<i>English as an Additional Language (EAL)</i>	8
<i>Literature</i>	8
<b>Mathematics Learning Area</b>	<b>9</b>
<i>Applied Mathematics</i>	9
<i>Concept Mathematics (Recommended for Mathematical Methods)</i>	9
<b>Humanities Learning Area</b>	<b>10</b>
<i>I'm Not Racist, But</i>	10
<i>History</i>	10
<i>Legal Studies</i>	10
<i>Money Matters</i>	11
<i>Sustainable Futures</i>	11
<b>Science Learning Area</b>	<b>12</b>
<i>Biology</i>	12
<i>Chemistry</i>	12
<i>Physics</i>	12
<i>Psychology</i>	13
<b>Health and Physical Education Learning Area</b>	<b>14</b>
<i>Exercise Science</i>	14
<i>Healthy Australians</i>	14

<i>Outdoor and Environmental Studies</i>	14
<i>Sports Education</i>	15
<i>Peer Support</i>	15
<b>Language and Culture</b>	<b>16</b>
<i>Japanese</i>	16
<i>Asian Pop Culture</i>	16
<b>Technology Learning Area</b>	<b>17</b>
<i>Café Culture</i>	17
<i>Product Design</i>	17
<i>Electronics and Mechanics</i>	17
<i>Programming and Computing</i>	18
<i>Kitchen Garden</i>	18
<b>The Arts Learning Area</b>	<b>19</b>
<i>Media</i>	19
<i>Music Performance and Investigation</i>	19
<i>Art Creatice Practice</i>	20
<i>Introduction to Theatre Studies</i>	20
<i>Photography</i>	20
<i>Visual Communication and Design</i>	21

## CURRICULUM INFORMATION

The Middle School Curriculum at Lilydale Heights College is designed to maximise student achievement by:

- improving literacy and numeracy outcomes for all students at all levels of ability.
- increasing every student's level of active engagement in learning across the school.
- building students' capacity to become more independent, resilient, self-reflective learners.
- allowing students to make choices and develop pathways to future learning.
- developing initiative, teamwork and leadership.
- developing productive school, community and global citizens.

Our curriculum provides a wide and engaging choice of subjects and enables students to extend and broaden their learning.

All students will study English and Mathematics throughout Year 10 in units of study that are designed to extend every student's learning based on their current strengths and abilities. They will also have the choice of elective subjects from all other learning areas to develop a strong pathway for Senior School.

This handbook offers units which will allow the diversity of learners in Year 10 to select subjects that cater for their talents, interests, and needs. Within each unit, teachers will differentiate the learning to cater for the variety of student capabilities in the classroom, encouraging students to fully engage in learning and to achieve excellence.

At Lilydale Heights College, students are provided with a stimulating and challenging learning environment that encourages each student to take responsibility for their own learning. We aim to make learning active, purposeful, and engaging. Learning is linked to existing knowledge and provides a bridge between the known and unknown.

Year 10 consolidates and extends the skills and knowledge developed in Years 7, 8, and 9, while also giving students the opportunity to make selections and pursue their interest areas. Enabling students to select subjects encourages them to explore, experiment and extend their educational development.

The core subjects completed by all Year 10 students are:

- Year 10 English
- Year 10 Mathematics: Concept Mathematics or Applied Mathematics
- One subject from the Humanities learning area.
- One subject from the Science learning area
- Year 10 SELF

In addition, elective Year 10 subjects comprising are chosen from the following faculties:

- Health & Physical Education
- Language & Culture
- Technology
- Humanities
- Science
- The Arts

Every student in Middle School at Lilydale Heights College will have an individual program based on their skills, interests, and aspirations.

If you have any queries regarding subject selection, please contact:

<b>Bryce Denny</b>	Curriculum Leader
<b>Daniella Gentile</b>	Year 10 Learning Leader
<b>Emma Steeper</b>	Senior School Learning Leader
<b>Courtney Jordan</b>	Careers Counsellor

## VICTORIAN CURRICULUM

The Victorian F-10 Curriculum sets out the core knowledge, understanding, skills, and general capabilities important for all Victorian students. It is based on the Australian Curriculum, and it describes the learning entitlement of students as a foundation for their future learning, growth, and active participation in the Australian community. It makes clear what all students should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Victorian students.

### GENERAL CAPABILITIES

General capabilities, a key dimension of the Victorian Curriculum, are developed through the content of the learning areas delivered by the faculties. The general capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each Faculty area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Victorian Curriculum includes four general capabilities:

- Critical and creative thinking
- Personal and social capability
- Ethical capability
- Intercultural capability

### CROSS-CURRICULUM PRIORITIES

The following cross-curriculum priorities are embedded in all learning areas across the faculties. They will have a strong but varying presence depending on their relevance to the learning in each faculty area:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

### STANDARDS FOR DIFFERENT YEARS

Each standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. The Standards focus on the knowledge and skills of the student. Student behaviour is observed by teachers and included in student reports.

These levels are generally associated with the following year levels:

- Level 7 – Year 7
- Level 8 – Year 8
- Level 9 – Year 9
- Level 10 – Year 10

Standards are set at a challenging level, not minimum competence, to suit the age and developmental stages of students. This helps to ensure that students are stretched to learn, rather than doing work they find easy.

### STUDENT REPORTS

Student reports will provide you with a snapshot of your child's progress.

Points to know about the reporting system:

- Parents will be provided with two reports per year through the Parent Portal.
- Reports will assess your child's progress against state-wide standards.
- Teachers also report on each student's achievement in Common Assessment Tasks in each subject.
- Secondary students are expected to develop personal learning goals and review their progress towards these through the year.

## ASSESSMENT ADVICE

Assessment is the ongoing process of gathering, analysing, and reflecting on students' work to make informed and consistent judgments to improve future student learning.

Assessment practices involve a range of measures and provide students with opportunities to display their knowledge, skills, understandings, and attitudes. These assessment practices should be valid, reliable, fair and equitable, motivating students to further develop their learning.

Assessment practices can assist students to learn more effectively as they develop students' capacity to reflect on their learning, develop deeper understanding and encourage higher order thinking skills.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used.

## SATISFACTORY COMPLETION OF THE YEAR 10 PROGRAM

To satisfactorily complete Year 10 and to be ready for Senior School, students are expected to:

- Maintain at least a 90% attendance rate.
- Demonstrate appropriate work habits.
- Complete all learning tasks and Common Assessment Tasks to an acceptable standard.
- Demonstrate development of their learning capacity and their readiness to participate successfully in the following year.

The following pages outline the subject selection process and available subjects.

Please read each subject outline carefully to ensure that you understand the content.

- Base choices on your present strengths, abilities, and future needs
- Have an educational reason for choosing a study.
- Consult with subject teachers for further information on specific subjects and with the Year 10 Learning Leader and the Curriculum Leader about the structure of your overall course.

## BOOKS, CLASS SETS, AND EBOOKS

Class sets are provided from program charges paid by parents. Some faculties require students to purchase books individually and this information is indicated on the annual Booklist. Purchase of books/eBooks is essential, as they are often the main resource for the subject.

Second-hand books are often available from Lilydale Books (9739 6186).

## HOMEWORK

Homework is a reinforcement and extension of the learning that takes place in the classroom. Students are expected to develop sound study habits by undertaking a variety of planned homework tasks as well as self-motivated reading and revision. Parents, teachers, and Learning Leaders all have important roles to support student learning through homework.

The student planner is a direct and simple method for Learning Leaders and teachers to help students to plan study and homework timetables.

The recommended Year 10 homework commitment at least 45 minutes of study and/or homework per day.

## LIBRARY AND INFORMATION RESOURCE CENTRE

The Library and Information Centre has a comprehensive collection of books, magazines, newspapers as well as internet access to meet the curriculum resource needs and the interests of our College community.

We network with other College libraries sharing resources and expertise. The Centre is open during class times, after school and some recesses and lunchtimes.

## PARENT PAYMENTS

To offer practical and selected subjects, the College Council must be sure that the course of study is financially viable. Therefore, the College requires that payment for practical and selected subjects, or a payment schedule that has been arranged with the Business Manager, be finalised before the commencement of the school year.

## COMMUNICATION WITH PARENTS

The 'News & Events' section of the College website ([www.lilydaleheights.vic.edu.au](http://www.lilydaleheights.vic.edu.au)) contains regular blog posts that keep parents up to date with current information, news, items of interest, student achievements and upcoming College events and activities.

The College newsletter (The Heights) is published monthly and compiles important posts from our website as well as community notices. You can access the newsletter via the 'News & Events' section of the website or email [newsletter@lilydaleheights.vic.edu.au](mailto:newsletter@lilydaleheights.vic.edu.au) to join the distribution list. We ask that all parents read our blog and newsletter to stay updated with school news.

Parents are also encouraged to regularly access the 'Parent Portal' through the College website. Through this Portal parents can view news, information on student attendance, and completion of learning tasks, and students' semester reports. Parents can also send email to teachers through the Portal. Please contact College reception for assistance in accessing the Parent Portal if required.

## PATHWAYS AND WORK EXPERIENCE

A Careers Coordinator provides information and assistance with careers, courses and employment advice. Extensive resources are available for students and parents.

Work Experience and work placements are coordinated between employers, students, and the Department of Education (DET) to ensure that all requirements are met.

Every student 15 years and over is counselled and creates an individual pathway reflecting goals and aspirations. This is reviewed with students and developed between Years 9 and 12.

## ENGLISH AS AN ADDITIONAL LANGUAGE

Lilydale Heights College has an EAL program at Middle School to assist international students and other students with a language background other than English to develop their English-language skills and successfully access the curriculum across their subjects. This program is led by the College's EAL Coordinator.

## STUDENT WELLBEING AND ENGAGEMENT

The Student Welfare and Engagement Leader, Year Level Liaison, and Year 10 Learning Leader are all available to students' needing assistance or support to continue effective learning and development of personal skills within the College.

Students have access to School Support Services (Psychologists).

The Student Welfare Coordinator can provide assistance in regard to Centrelink payments such as Youth Allowance.

Queries regarding legal issues and youth accommodation can be directed to the Student Welfare Coordinator.

## YEAR 10 SELECTION PROCESS

### Key information

- Read all the unit descriptions in the following pages.
- Attend the information evening Wednesday 19<sup>th</sup> of July.
- Enter your selection online from Thursday 20<sup>th</sup> of July via the Edval weblink provided by the College.
- Participate in a course counselling session either online or face-to-face appointment at your allocated time between Monday 31<sup>st</sup> of July to Wednesday 2<sup>nd</sup> of August to discuss and confirm your selections.
- After Course Counselling, your selections must be signed by a parent/guardian and submitted as a learning task in your SELF class by Wednesday 9<sup>th</sup> of August.

NOTE: Student selections will not be accepted unless SIGNED by Parents/Guardians.

**COMPLETED AND SIGNED STUDENT SELECTIONS MUST BE SUBMITTED AS A PROGRESSION TASK IN YOUR SELF CLASS BY WEDNESDAY 9<sup>th</sup> OF AUGUST.**

## ENGLISH LEARNING AREA

### ENGLISH (COMPULSORY SUBJECT EXCEPT FOR EAL STUDENTS)

In Year 10 English, the focus is on creating pathways for students into VCE English, whilst also consolidating crucial skills applicable for students interested in VCE Vocational Major Literacy in Year 11. You will be exposed to a range of writing styles and then emulate your chosen author's style. You will study texts from complex social and historical contexts and discuss how language changes over time. You will explore how authors use characters, themes, and literary devices to comment on the world in which we live, as well as develop your ability to analyse and justify interpretations of texts. You will further develop your ability to express and present your perspective on issues, supporting your opinions through thorough research. You will analyse arguments and language (both written and visual) and carefully consider a writer's purpose.

At Year 10, English is comprised of the following units of work:

- **Creative Writing:** You will read a range of short stories of varying complexity before developing your own writing style through experimenting with language features, stylistic devices, and text structures.
- **Text Response:** You will read, view, discuss, and analyse novel texts from different social and historical contexts and consider authorial intent.
- **Writing to Persuade:** You will present your perspective on an issue through the development of researched, cohesive, and logical arguments before presenting your opinion to an audience.
- **Argument and Language Analysis:** You will analyse various forms of non-fiction texts for audience, language, and purpose.

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Year 10 EAL is for students from a language background other than English. It focuses on developing students' skills in understanding and using English when speaking, listening, reading, and writing. This subject helps to improve students' English ability, which also helps them to perform better in other subjects.

Year 10 EAL focuses on the following units of work:

- **Creative Writing:** You will read a range of short stories, developing your own writing style.
- **Writing to Persuade:** You will learn how to present your opinion on an issue in various forms.
- **Text Response:** You will read, view, discuss, and analyse both novel and film texts.
- **Argument and Language Analysis:** You will analyse a range of non-fiction print and non-print media, such as opinion pieces on a newspaper, speeches, news bulletins, for viewpoint, language, and purpose.

### LITERATURE

The study of Literature focuses on the enjoyment and appreciation of texts (such as novels, short stories, plays, poetry and films) through discussion, debate, and the development of individual interpretations that are supported by evidence. The texts studied in this subject are complex in their construction and subject matter and selected to give students an appreciation of the variety and nuances of human experience. Students read a range of texts closely and critically, focusing on their context, language, and structure, as well as the views and values embedded in each text. This subject encourages independent and critical thinking as well as creativity, demonstrated in students' analytical and creative responses to texts. Literature is an elective subject that students can choose in addition to their studies in English and is designed as a pathway for students who are considering VCE Literature in Year 11.

## MATHEMATICS LEARNING AREA

Year 10 students are required to complete ONE of the following mathematics subjects.

### APPLIED MATHEMATICS

Do you wish you knew which Maths concepts to use to solve everyday problems? What is the best height to hang a picture or a TV? Would I be better off investing my money in shares or depositing it in the bank?

In this subject, students will fine-tune their understandings of Mathematics and apply them to solve wide-ranging problems, from working with shapes and measurements to carrying out financial calculations and data analysis.

Topics studied will include:

- Measurement
- Algebra and Equations
- Trigonometry
- Probability
- Financial Maths
- Statistics

This subject allows students to develop their skills relevant to the study of General Mathematics in Year 11.

### CONCEPT MATHEMATICS (RECOMMENDED FOR MATHEMATICAL METHODS)

If you've ever asked yourself the question 'why do we need to learn algebra in high school?', well, this is the subject for you. Concept Mathematics looks at breaking down content like Algebra and Quadratics to be used in real world settings throughout our lives. We discuss not only how to solve complex and interesting topics, but why they are needed to understand and comprehend the complexities of Mathematics in our world.

This subject will help students develop deeper understandings about the world around them. It will help them understand and analyse the physical world as well as describe and analyse phenomena involving uncertainty and variation. Students will be challenged to think deeply, work collaboratively, and apply concepts in familiar and unfamiliar contexts.

Concept Mathematics is a pivotal subject for those students who are wanting to pursue Mathematical Methods studies in VCE, or still deciding if this is the right pathway for them. Nevertheless- Concept Mathematics in year 10 is a great way to put your skills to the test!

Topics studied will include:

- Algebra and Linear equations
- Quadratics
- Statistics
- Surface Area and Volume
- Indices
- Trigonometry
- Probability
- Parabolas
- Exponentials and Hyperbolas

### I'M NOT RACIST, BUT

'I'm Not Racist, But...' allows students to analyse the intended and unintended effects of racism in society. This elective will seek to encourage students to embrace the diversity and cultures that exist within society, as it strongly focuses on racism from a First Nations lens. Students will learn about human rights and human wrongs. I'm Not Racist But is an elective for students who are interested in pathways such as VCE History and VCE Sociology.

This subject includes the following units of work:

- Unit 1: Understanding privilege – Unpacking the impact of privilege, implicit bias, and stereotypes.
- Unit 2: Racism in the sporting field – Analysis of incidents and history of racism in sport.
- Unit 3: Indigenous Rights – A focus on significant moments in Australian history from a First Nations perspective.
- Unit 4: #BlackLivesMatter – Study of the Black Lives Matter movement in Australia and America focusing on deaths in custody, over-representation, and police brutality.

### HISTORY

In this subject students explore, research and think critically about the nature of history, with a focus on the later part of the twentieth century. Students locate and examine primary and secondary sources and consider multiple perspectives of historical events. They develop and justify historical arguments using historical terms and concepts and develop their ability to compare and synthesise evidence from various sources. This unit prepares students for a range of pathways including VCE History.

This subject includes the following units of work:

- World War 2 and the Holocaust: A focus on the characteristics of these significant events
- Rights and Freedoms: Students study the causes and consequences of the fight for equality for First Nations Australians
- Immigration Nation: A look at the waves of immigration to Australia after the second world war their experiences in Australia.

### LEGAL STUDIES

In this subject, students examine Australia's political and legal system to learn about influences that shape our laws and the processes involved in resolving legal issues. Students develop their understanding of institutions such as parliament, courts, and prisons, and consider how effective different institutions and processes are at achieving justice. This subject prepares students for a range of pathways including VCE Legal Studies.

This subject includes the following units:

- Parliament and Government: an analysis of law-making in Australia focused on who makes laws and how individuals and groups can influence changes in the law.
- Criminal Law: a study of the principles of criminal law, factors that are considered in the sentencing of criminal offenders, and the role and effectiveness of prisons.
- The Adversary Trial: an investigation and evaluation of the roles and rules in criminal trials
- Court Jurisdiction: a study of the different Victorian courts and the cases they can hear.

## MONEY MATTERS

We all know how much money matters in today's society, so why not get a head start in understanding how to manage your money effectively? In this subject, students will extend their financial literacy skills, which will help them as they begin their transition into the workforce and adult life. This subject not only has real life applications, but it also prepares students for a range of pathways including VCE Business Management.

The units are:

- Personal Finances: students develop practical skills, such as setting savings goals, budgeting, and identifying scams. They also gain insight into many financial aspects of adult life, including superannuation, tax, interest, and insurance.
- Business and Innovation: students become entrepreneurs as they create their own innovative business ideas, design marketing strategies, conduct research into the costs, and develop a comprehensive business plan.

## SUSTAINABLE FUTURES

Do you have a passion for saving our planet? Want to know some ways we can help reduce our impact and improve the future for all citizens? In this subject we consider how resources can be managed more sustainably to cater for our ever-expanding global population. We investigate different approaches to resource use and a range of sustainability issues and bring awareness to environmental and economic priorities. This unit would be beneficial for students considering VCE Outdoor and Environmental Education or VET Certificate II in Conservation and Land Management.

Students will investigate issues such as:

- Economic, Environmental and Social factors of Sustainability
- Biodiversity, Endangered and Extinct species
- Global Warming and Climate Change
- Natural Disasters
- Waste Management Strategies
- Deforestation
- Renewable and Non-Renewable Energy Sources
- Sustainable Housing and Urban Farming

## SCIENCE LEARNING AREA

### BIOLOGY

Ever wondered how life on Earth survives and thrives? Find out in biology! This subject focuses on how multicellular organisms interact with their environment and how genetic information is passed from one generation to the next. Students will also develop their scientific inquiry and critical thinking skills in this subject.

The subject focuses on the following units of work:

- Homeostasis
- Immunity
- Genetics
- Evolution

Completing this subject will give you a great foundation for studying VCE Biology Units 1 to 4.

### CHEMISTRY

In chemistry, students will focus on the structure of atoms and substances. This knowledge will lead to a deeper understanding of chemical reactions that impact everyday life. Students will also learn about chemical analysis techniques. Students will develop their scientific inquiry and critical thinking skills in this subject.

The subject focuses on the following units of work:

- Atomic theory and periodic table
- Metallic, covalent, and ionic bonding
- Chemical reactions and analysis

Completing this subject will give you a great foundation for studying VCE Chemistry Units 1 to 4.

### PHYSICS

In this subject, students will investigate Newton's Laws of Motion to analyse the motion of objects, with reference to force, mass, and the various forms of energy. Students will relate these concepts to materials and structures. They will explore the area of light, investigating mirrors, lens, and light behaviour. Students will also develop their scientific inquiry and critical thinking skills in this subject.

The subject focuses on the following units of work:

- Motion
- Force
- Energy
- Materials
- Structures
- Optics

Completing this subject will give them a great foundation for studying VCE Physics Units 1 to 4.

## PSYCHOLOGY

How does your brain work? In this subject, you will learn about the history of psychology, structure and function of the brain and nervous system, and how it influences our understanding of the world. You will investigate how your brain, and your thoughts, feelings, and behaviours are related. Students will also develop their scientific inquiry and critical thinking skills in this subject.

The subject focuses on the following units of work:

- Famous psychologists and their experiments
- The brain and nervous system
- Emotions
- Sensation and perception distortions and illusions
- Forensic psychology

Completing this subject will give you a great foundation for studying VCE Psychology Units 1 to 4.

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA

### EXERCISE SCIENCE

Students learn how the human body creates and sustains movement by examining the structure and function of the musculoskeletal and cardiorespiratory systems. In addition, students examine and apply a number of biomechanical principles to improve their sporting performance.

This subject includes the following units:

- Unit 1: Exercise Physiology – Understand how the human body responds to exercise, and how Aerobic and Anaerobic energy pathways support high performance in sports and exercise.
- Unit 2: Bodies in Motion – Learn the science behind sporting excellence. Examine how athletes manipulate biomechanics helps to improve athletic performance.

### HEALTHY AUSTRALIANS

Students will explore definitions of health and wellbeing with a focus on youth and Aboriginal and Torres Strait Islander perspectives. They look at measurable indicators of population health, and at data reflecting the health status of Australians. Students enquire into reasons for variations and inequalities in health status with a focus on sociocultural factors. Students will use food selection models and other tools to promote healthy eating.

Topics studied include:

- Youth Health, and the health of different population groups
- Health status and inequalities between population groups
- Nutrition and making positive food choices that lead to improved health outcomes.

### OUTDOOR AND ENVIRONMENTAL STUDIES

Outdoor Environment studies explores a range of outdoor environment types of alongside how people can participate in activities safely in the outdoors. Students will undertake a range of excursions involving outdoor activities as part of this subject. The course fee for this subject is \$350. These activities form part of the assessment tasks and are essential to demonstrate their understanding . The subject focuses on:

- Hands on practical experiences: cooking on Trangias, setting up tents and visits to various outdoor environments to participate in recreational based activities.
- Types of environments: including looking at the characteristics that make up these environments and the activities that can be done in them.
- First Aid: learning important knowledge to reduce risks in the outdoors and skills such as CPR and treatment of injuries.
- Other topics such as navigation, minimal impact strategies and camping related skills.

## SPORTS EDUCATION

Sport Education will empower students to engage in organised sport in a school setting. The subject will use the SEPEP model to deliver its curriculum. SEPEP (Sport Education in a Physical Education Program), is a student-centred approach to Physical Education which takes the best parts of community sport to enhance student learning. The philosophy behind SEPEP is for students to experience a program which mirrors all aspects of “real life” sport. Key Skills and understanding students will develop include:

- Leadership in sport (coaching, officiating, organisational leadership)
- Understanding and implementing learning strategies that improve complex movement skills.
- Event management.
- Various applied numeracy and literacy skills.

As well as participating in organised sport, students will learn how to organise and run sporting competitions. Whilst primarily performing the role of players in sport, they can also choose to specialise in different ‘back office’ roles, like administrators, coaches, and referees.

## PEER SUPPORT

Being a leader can be difficult, but extremely rewarding. In Peer Support you’ll develop leadership skills, learn to organise your time efficiently so you can help year 7 students transition into high school, and develop meaningful relationships.

Unit focuses in this subject:

- Leadership and role models: Investigate and explore effective leadership and what it looks like in a variety of different environments and contexts.
- Planning and organisation: Use your time effectively and lead small groups passionately.

## LANGUAGE AND CULTURE

### JAPANESE

If you would like to...

- Learn to speak Japanese.
- Learn more about an exciting country and culture.
- Study, travel or live in Japan.
- Improve employability.
- Be a global citizen.

...then Japanese is for you.

This subject provides an opportunity to enhance your language skills. You will continue to develop skills to communicate in Japanese and gain deeper insight into Japanese culture and customs. This is a year-long subject that allows students to build on existing language skills to be able to communicate in Japanese. For entry into this subject in Year 10, students must have studied Japanese in Year 9.

- Studying Japanese will help students develop the following skills:
- Critical and creative thinking
- Promote personal and social capabilities.
- Intercultural capability
- Literacy and numeracy

Topics Studied in Year 10 Japanese

Unit 5: Shopping (Discussing prices, selecting shopping item, asking someone to do something)

Unit 6: Let's Eat (Discussing what you have decided to order, discussing numbers of general items)

Unit 7: What kind of Person? (Describing someone's physical appearance, personality, and clothing)

Unit 8: Homestay (Asking permission to do something, asking and giving a reason for an action)

**All elective units run for one semester except for Japanese, which will run for the entire year.**

### ASIAN POP CULTURE

Get ready to explore the world of pop culture from Asian countries!

Asian Pop Culture examines topics ranging from music, anime, manga, fashion, cosplay, technology (e.g., AI and Tech Consumer Products) and gaming. Students analyse an array of texts, including news articles, vlogs, music videos, manga and anime.

Asian Pop Culture will help students to develop skills in the areas of:

- Critical and creative thinking
- Intercultural capability
- Literacy and numeracy

## TECHNOLOGY LEARNING AREA

### CAFÉ CULTURE

This unit introduces students to the operation of the College's Café. The main focus is the development of skills related to coffee making, food service, food preparation, using the cash register and communicating with customers. The students will operate Valleydale Café which is open to the general school community. Students will be involved in planning suitable food to be made for the Café as part of a collaborative task.

This unit prepares students for a range of pathways including VCE Food Studies.

#### **Focus:**

Coffee making, food production, safe food-handling, menu planning, and food services.

### PRODUCT DESIGN

This unit explores the early stages of a product's life cycle, from initial designing stages to the completion of the final product. Students develop folios in which they learn to appropriately meet a brief and design to that brief. Material used in the creation of these products can include fabrics, timbers and polymers. This subject encourages students to work independently on both the designing and creation aspects of a product. Students are assessed on both the folio and the product they create.

The subject is designed to prepare students for VCE Product Design and Technology units.

### ELECTRONICS AND MECHANICS

Students will gain an understanding of the theory and application of electric circuits and the application of integrated design. They will construct finished products such as an iPod docking station and a remote-control car. This unit provides the opportunity for students to gain first-hand experience in the use of electronics in industry and prepares students for a range of pathways including VCE Product Design and Technology.

Skills that students will develop include:

- Structure design
- Soldering
- Linkage joints
- Gearing
- Circuit board layout
- Motor control

#### **Focus:**

Design and construction of an iPod docking station and a remote-control vehicle using electronics, mechanics and pneumatics.

\*Please note that due to planned Building Works for E Wing curriculum may be adapted. The College will ensure that curriculum standards are addressed to ensure that all students can progress in the area of Technology.

## PROGRAMMING AND COMPUTING

This unit covers the fundamentals of computer programming, graphics, animation and game creation, and is customised to each student's current skill level. Students will learn to code on both scripted and visual programming platforms that introduce each concept in an easy-to-understand manner.

A project is undertaken by students in teams or individually and will involve them designing and developing a functioning and interactive program. Students will use computational thinking techniques to define and decompose complex problems in terms of their requirements. They will design and evaluate digital systems including object-oriented programs. Students will also investigate more broad areas of computing including networks, data security, data compression, privacy, and the relationship between hardware and software.

This unit builds on skills students have developed in Year 8 Coding classes and prepares students for a range of pathways.

## KITCHEN GARDEN

Would you like to know what it takes to maintain a vegetable garden and how to use the food produced? This subject will see you working in the College vegetable garden to grow plants and harvest them to cook in the kitchen. A great subject that has pathways into VCE Food Technology and VET Conservation and Land Management. This unit will develop skills in teamwork, the scientific process and design processes.

In this subject, students will explore:

- How to grow plants and maintain a vegetable garden, including composting
- The selection of plants to grow in respect to seasons.
- The vegetable garden as an ecosystem
- Fulfilling a design brief in the kitchen
- Food waste
- Indigenous food plants

### MEDIA

Media Studies affords students the chance to learn more about the media that they interact with every day. It focuses on two core components: exploring the messages and representations within existing media texts and creating original media productions.

In their exploration, students examine the key features of media forms such as photography, sound design, print and social media. They will analyse the representations found within each and how the media landscape has changed over time. During production, students will plan, design, and create media texts in these forms.

In Media Studies, students have the opportunity to work both collaboratively and independently in a creative environment.

This unit prepares students for a range of pathways including VCE Media.

- The subject focuses on the following units of work:
- Sound-Based Media: Breaking down radio broadcasting and podcasts through investigation with the ultimate goal of creating either a radio show or podcast episode.
- Photography and Soundscapes: The investigation and construction of a photo-series that is then paired with a soundscape to create an evocative piece of multimedia artwork for a specific audience.
- New Media vs Old Media: Exploration of the media landscape over time with a focus on the evolution of print media into more digital means.

### MUSIC PERFORMANCE AND INVESTIGATION

Using instruments, voice and technology, Music Performance and Investigation allows students to explore music as an art form through listening, composing and performing. Students will develop an understanding of composition and performance through communication, evaluation and technical skills. Students will also analyse their own individual performances and the performances of others to assist in personal growth and group development. Following the Musical Futures framework, students will use inquiry-based learning to explore the following essential questions:

- How do we create engaging performances?
- How do we take advantage of technology for musical creation?
- How do I contribute musically within my school, local community and/or nationally?

Students will develop musical performances based on contemporary styles. Students will also develop skills in performance, composition, music technology and theory.

Prior music experience is advantageous, but not a necessity. Students will be required to perform publicly on numerous occasions.

This unit prepares students for a range of pathways including VET Music Industry (Music Performance).

## ART CREATIVE PRACTICE

This subject focuses on research, investigation and experimentation using the creative practice model. Students will explore ideas, issues and personal responses whilst also applying a historical and critical study of artists and artworks. The presentation of artworks will also be explored to examine the best way to present an intended idea. Students will also present their work/ideas in a critique format to reflect, evaluate and receive constructive feedback on their art making.

The three main units of work for this subject are:

- Exploration of Art Forms: Investigation & experimentation of materials, techniques & processes unique to selected art forms.
- Personal Response: Research & investigation to develop and make artworks based on personal interests & ideas.
- Artist Analysis: Discussion of an artists practice to analyse and interpret meanings & messages in their work.

## INTRODUCTION TO THEATRE STUDIES

Utilising the skills and knowledge developed in years 8 & 9 Drama, students focus their attentions less on devising pieces of work and more on interpreting and staging written scripts they are provided with. Over the course of the semester, students learn how to:

- Read a script and interpret the intended meaning behind it based on the context and information provided.
- Plan, develop and present ideas for how they would interpret and stage a piece of theatre based on a script given (whether acting, directing or working in a design area such as lighting, sound, set, properties, costume or make-up)
- view live theatre (or pre-recorded) and analyse and evaluate the way the play has been staged by the production team.
- Plan, develop and present a short monologue (provided) as either an actor/director or in a design area. The unit is a combination of theory and practical work, with students developing and practicing their writing skills in evaluation and analysis, whilst building their vocabulary through arts-specific terminology.

## PHOTOGRAPHY

This subject allows students to explore and extend their photography skills across traditional, digital and alternative photography techniques. The key focus will be to improve and refine their composition, lighting techniques and subject matter of their photographs to create a number of photo series. The visual diary will be used to record notes, contact sheets and trials as well as studio lighting setups. Students will also be required to reflect and think critically on the photographs they produce. Students will also analyse photographs and theoretical analysis is a key component of this course. Students will look at the history of photography from the beginnings of the camera obscura; the first photograph; to the invention of film and polaroid photography; digital cameras and editing programs such as photoshop.

The three main units of work for this subject are:

- Darkroom & Film: Collaged Photographs and developing & printing B&W film.
- Studio & Digital Photography: Creating Studio Lighting Setups and exploring Photoshop.
- Alternative Photography: Investigating Polaroids, Pinhole Photography and Cyanotypes & Liquid Light

## VISUAL COMMUNICATION AND DESIGN

In Visual Communication Design students will explore how visual language is used to communicate ideas and messages. Students will refine their skills in responding to a set brief and the importance of fulfilling set criteria for both architectural and graphic design. Students will learn both manual and digital presentation methods and drawing conventions. Students will investigate the three main design fields of Environmental, Industrial and Communication design. Students will also refine their documentation and annotation skills using a visual diary. This unit prepares students for a range of pathways including VCE Visual Communication Design.

- Students will explore:
- How can we use visual language to communicate?
- How do I design an architectural piece that meets the needs of the brief?
- How can I create designs based on a particular design field?