

# 2021

# YEAR 10 CURRICULUM GUIDE

Hume Anglican Grammar  
Mt Ridley Campus

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Anglican Grammar  
**Hume**

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**Aim High, Be Proud**

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## Year 10 Course Overview

At Year 10, students continue to have lessons in the core areas of English, Mathematics, Science and Humanities as prescribed by the Australian Curriculum (ACARA: <http://www.acara.edu.au/curriculum/curriculum.html>). Further, all students must complete one compulsory semester of Health and Physical Education. After this, they have greater choice to create a course that suits their interests and prospective post-schooling pathways. To this end, we recommend that students consult personnel such as the Careers Counsellor, the Heads of Learning, the VCE Coordinator and the Head of Curriculum - Secondary to gain advice and make informed decisions.

A general Year 10 course will follow the structure below:

Semester 1	English	Mathematics	Science*	Humanities*	Elective 1	Elective 2
Semester 2	English	Mathematics	HPE*	Elective 1	Elective 2	Elective 3

\*Depending on students' subject preferences, the semester-long core subjects may be timetabled in different semesters to the example above.

In addition to the core curriculum, all students choose five elective subjects. Each subject, core or elective, is allocated the same load of eight periods per cycle. While we aim to run all electives and try to give each student their chosen preferences, sometimes this may not be possible due to timetabling constraints or low enrolment numbers.

All Year 10 students will participate in Ethics seminar days as well as a pastoral care programs which will be delivered during Homeroom sessions, Chapels and Assemblies.

## Subject Selection Process

The following is a summary of key events in the subject selection process.

Date	Action	Personnel/ Contact
Week 2 Monday, 20 July	Carefully read the Curriculum Guides available online	See 'Contacts' page
Week 3 Wednesday, 29 July	Attend Subject Selection Webinar with parents	Mrs Jennifer Johnstone Heads of Learning Ms Melanie Hayek, Careers Counsellor Mrs Koula Laleas, VCE Coordinator
Week 3 Friday, 31 July	Web Preferences open online	Mrs Jennifer Johnstone
Week 5 Monday, 10 August	Web preferences close. Selections may be submitted to the Secondary Office or saved online and printed for signature later in the year.	Mrs Jennifer Johnstone
Ongoing	Individual counselling sessions with each Year 10 student to discuss their choices.	Mrs Jennifer Johnstone, Ms Melanie Hayek and others

## Accelerated Studies

Students going into Year 10 are given the opportunity to apply for acceleration into a Unit 1&2 VCE subject. The prerequisites for an accelerated program are strict and students can undertake only ONE accelerated study. Prerequisites are designed to enable the student to achieve success in the study and as such they consider academic results as well as indicators of the student's capacity to maintain a solid work ethic. Indicators of work ethic include academic detentions, attendance, class participation and behaviour. All applications for entry into an accelerated study will be reviewed/approved by members of the Secondary Curriculum Committee.

Not all subjects are suitable for acceleration and a list of available subjects will be published to students during the subject selection process. In any case, their Year 10 course takes precedence and students will only be able to take up an accelerated study if it does not prohibit them from fulfilling their Year 10 course requirements.

The Victorian Certificate of Education (VCE) is a two-year course administered by the Victorian Curriculum and Assessment Authority (VCAA: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>) undertaken by students in Years 11/12. It is imperative that students consult personnel such as the Careers Counsellor, the Heads of Learning and Subject Coordinators, the VCE Coordinator and the Head of Curriculum - Secondary to gain advice and make informed decisions.

Hume Anglican Grammar must abide by the rules set by VCAA pertaining to the submission of work, examination procedures and requisite curriculum rules for students to be eligible for satisfactory completion of their VCE certificate and to obtain an ATAR (see VTAC: <http://www.vtac.edu.au/>).

The difference between a study (subject) and a unit (semester) is as follows: most studies are made up of four units. Units 1 and 2 are usually undertaken in the first year and Units 3 and 4 are usually undertaken in the second year of the VCE program. A unit represents about 100 hours of work (of which 50-60 hours will be class time) and is undertaken in one semester or half year.

**A published list** of subjects accepting accelerated students in 2021 will be circulated independently of this document. For information on the Units 1-2 courses, Year 10 students will need to download the VCE Curriculum Guide.

## Core Subject Information

### English

#### Overview

English is structured around 3 core strands, language, literacy and literature. Through the study of English students are encouraged to develop and refine their ability to read, write, speak and listen in complex and critical ways. Students read and respond to a wide variety of texts for enjoyment. These texts engage students in exploring themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings, representing a variety of perspectives. Students explore and create a range of imaginative, informative and persuasive text types including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. The English course seeks to build upon key skills and knowledge developed in previous year levels.

#### Duration

This subject runs for TWO semesters.

#### Educational Objectives

Students learn to:

- Participate in dynamic and inquisitive classrooms, in activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding arguments.
- Read and respond to a broad and diverse range of texts, which challenge them to create complex interpretations, which are supported through evidence.
- Build an awareness of the way in which language is a system of meaning and that this meaning is reliant on grammatical elements and vocabulary choices, which can not only be identified but replicated and manipulated to create greater expression and meaning in their own texts.
- Create and present a wide range of oral texts; both informative and persuasive with greater control of the features of oral language such as pace, pitch, tone and intonation. Ensuring an understanding of the significance of audience and purpose to the effectiveness of speaking and presenting.
- Examine the world of media texts, learning to focus on, identify and engage with complex language devices and discuss the ways in which these are used to position and persuade readers.

#### Topics of Study

- Text studies – a range of novels, plays, short stories, documentaries, films, poetry and other multimodal texts.
- Argument and language analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations with statements of intention

#### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Text analysis essays
- Comparative writing tasks
- Writing folio pieces
- Argument and language analysis tasks
- Oral presentations
- Creative writing tasks
- End-of-semester examinations

#### VCE Course Pathways

This course will prepare students for VCE English.

## Humanities

### Overview

In Humanities, students explore the four subjects of Civics and Citizenship, History, Geography and Economics and Business, based on the Australian Curriculum. Humanities involves understanding of knowledge and application of skills that include source and data analysis and exploring differing perspectives. Students engage in understanding the values and practices involved in democracy and social cohesion, examine Australia's position in world affairs during the twentieth century, explore concepts relating to wellbeing and the nature of this on a variety of populations, and consider standards of living and the government's role in improving the lives of citizens.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Explain patterns of change and continuity over time
- Analyse the causes and effects of events
- Explain the significance of events and developments from a range of perspectives
- Explain different interpretations of the past and recognise the evidence used to support these interpretations
- Geographies of human wellbeing
- Predict changes in the characteristics of places and environments over time
- Evaluate living standards and wealth distribution in relation to economic performance
- Examine cohesiveness in a society – how is it threatened, maintained and protected
- How is conflict resolved?

### Topics of Study

- Struggles of Indigenous Australians
- Geographical wellbeing of Australia and a comparison of another country.
  
- Popular culture in Australia, focusing on women's rights, democratic rule, a cohesive society, and the impact of technology.

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include:

- Research projects
- Field study
- Tests
- Case studies
- Oral presentations
- End-of-semester examinations

### VCE Course Pathways

This unit is intended to prepare and showcase potential VCE pathways in Humanities subjects such as Geography, History, Legal Studies, Accounting, Australian and Global Politics, Religion and Society and Business Management. The skills developed are meaningful and relevant in a range of VCE studies across all disciplines.

## Mathematics

### Overview

Year 10 Mathematics covers a broad range of mathematical topics designed specifically to prepare students for mathematics courses in Years 11 and 12. Our aim is to provide a challenging and enriching course relevant and suitable for every student. Accordingly, students are grouped in three strands – Foundation, Mainstream and Advanced - based on results obtained in Year 9 Mathematics. All students study the core Australian Curriculum mathematics course for Year 10 while being in a class that is appropriate to their capabilities, providing sound and specific preparation for a suitable subject from the VCE Mathematics courses offered in the senior years. The structure of the three-strand model is dynamic and flexible, with teachers responsive to each individual student's progress. All students in Year 10 will be introduced to Computer Algebra System (CAS) technology, enabling them to become familiar with the technology in preparation for any future Mathematics courses.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

By the end of Year 10 students should be able to:

- Recognise the connection between simple and compound interest
- Solve problems involving linear equations and inequalities
- Make the connections between algebraic and graphical representations of relations
- Recognise the relationships between parallel and perpendicular lines
- Solve surface area and volume problems relating to composite solids
- Apply deductive reasoning to proofs and numerical exercises involving shapes
- Use triangle and angle properties to prove congruence and similarity
- Compare data sets by referring to the shapes of the various data displays
- Describe bivariate data where the independent variable is time
- Describe statistical relationships between two continuous variables
- Evaluate statistical reports
- List outcomes for multi-step chance experiments and assign probabilities
- Calculate quartiles and inter-quartile ranges
- Expand binomial expressions and factorise monic quadratic expressions
- Find unknown values after substitution into formulas
- Perform the four operations with simple algebraic fractions
- Solve simple quadratic equations and pairs of simultaneous equations
- Use trigonometry to calculate unknown angles in right-angled triangles

### Topics of Study

- Financial mathematics
- Algebra
- Measurement
- Linear relationships
- Trigonometry
- Advanced trigonometry\*
- Statistics and probability
- Geometry
- Non-linear relationships
- Polynomials\*
- Surds and logarithms\*

\*These topics will be covered in the Advanced stream only and considered at broader levels in Mainstream and Foundation Mathematics.

## Class Streams

### Foundation

This course will provide students with a comprehensive preparation for General Mathematics Unit 1&2 in Year 11, however, students will need to show a solid understanding of the topics in this Year 10 course to be recommended to continue with Mathematics in their VCE studies. This course will focus on the applied topics of the Year 10 curriculum such as Trigonometry, Linear Graphs, Financial Mathematics and Statistics. The use of Computer Algebra System (CAS) technology will be highly encouraged in this course to aid students' understanding of the mathematical content.

### Mainstream

This course is intended to prepare students for Mathematical Methods Units 1&2 or General Mathematics Units 1&2, by covering topics from both the applied and abstract areas of Mathematics. Students wishing to continue into Mathematical Methods 1&2 from this Mainstream class will need to show a solid understanding of the Mathematics covered, especially in the areas of Algebra, Linear Relationships and Non-Linear Relationships.

### Advanced

This course is intended to prepare students for Mathematical Methods Units 1&2 and Specialist Mathematics Units 1&2 by extending students further in their mathematical thinking. The topics covered will include all topics from the mainstream course as well as additional topics from the Australian Curriculum: Mathematics 10A such as Polynomials, Advanced Trigonometry and Surds and Logarithms.

### Methods of Assessment

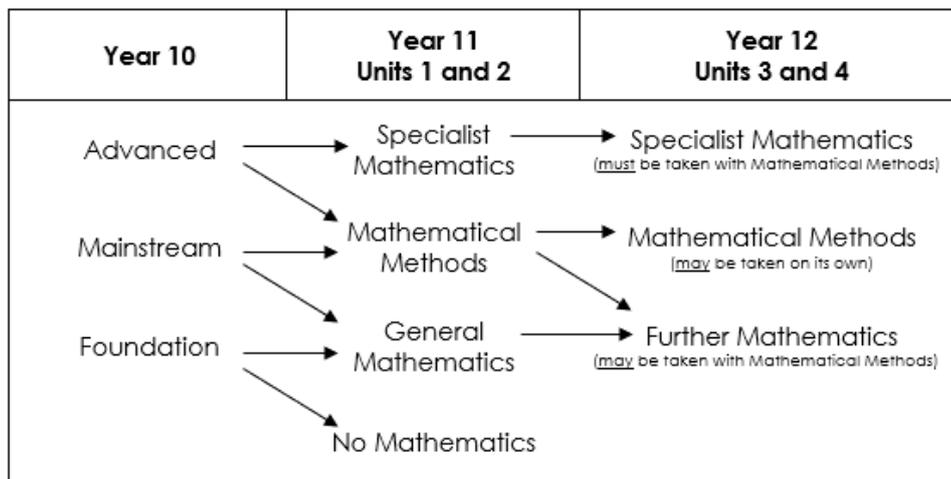
Students will complete several assessment tasks over the semester. These may include:

- Written skills and analysis tests
- Assignments/problem-solving exercises and homework sheets
- End-of-semester examinations

### VCE Course Pathways

Year 10 Mathematics leads into three different courses at VCE level: General Mathematics (Further Mathematics at Year 12), Mathematical Methods (CAS) and Specialist Mathematics. General Mathematics focuses on more immediately applicable concepts and processes and provides a general background for many employment-related mathematical skills. Students who perform well in this course may proceed into Further Mathematics Units 3&4 in Year 12. The material in Mathematical Methods (CAS) Units 1&2 in Year 11 is highly abstract, developed in a closely sequential manner and leads directly into Mathematical Methods (CAS) Units 3&4 in Year 12. This course is the major mathematics prerequisite for many tertiary courses with a mathematical background. Specialist Mathematics is a high-level course designed for students who are passionate and highly adept in the study of Mathematics. Specialist Mathematics Units 1&2 in Year 11 accompanies Mathematical Methods (CAS) Units 1&2 for a more comprehensive study of Mathematics, and effectively prepares students for the study of Specialist Mathematics Units 3&4 in Year 12. A summary of the possible pathways after Year 10 Mathematics can be seen on the next page.

## VCE Course Pathways cont



### Entry Into VCE Mathematics

Before their VCE subject selection process next year, all students in Year 10 will receive a recommendation regarding the Mathematics for which they are most suited. These will be based largely on students' test scores and examination results from Semester 1 using the following criteria.

Recommendation	Criteria
No Mathematics at VCE	Test Average and Examination below 25%
General Mathematics Unit 1 & 2	Test Average and Examination above 25%
Mathematical Methods Unit 1 & 2	Test Average and Examination above 70%
Specialist Mathematics Unit 1 & 2	Test Average and Examination above 85%
Acceleration into Further Mathematics Unit 3 & 4	Test Average and Examination above 80% Students need to have demonstrated strong commitment to their studies. Applications will be considered individually.

Please note each student is considered individually and recommendations are made at the teacher's discretion in consultation with the Head of Learning – Mathematics.

## Physical Education

### Overview

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different movement situations. Students learn to apply physical activity information to devise and implement personalised plans for maintaining and improving their own and others' fitness. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Propose and evaluate interventions to improve fitness and physical activity levels in their communities
- Apply and transfer movement concepts and strategies to new and challenging movement situations
- Apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances
- Work collaboratively to design and apply solutions to movement challenges

### Topics of Study

- Enhancing personal performance
- Body systems
- Coaching and Instruction
- Lacrosse
- Softball

### Methods of Assessment

Students will complete a range of assessment tasks during the Semester. These may include:

- Skills assessments
- Fitness testing
- Project work
- Tests
- Practical laboratory reports
- End-of-semester examination

### VCE Course Pathways

This unit will provide excellent grounding for VCE Physical Education.

## Ethics

### Overview

Ethics offers students the opportunity to examine several key aspects of personal and communal spiritual development. This includes studying the complex nature of what it means to be a created, relational human being in the world, social and personal ethics in society, and meaningful life decisions. The course explores how to live the ideal whole life, as displayed in the person of Jesus Christ. The seminar days in Terms 1, 2 and 3 will enable students to spend whole days as a year group learning, conversing, listening to a guest speaker and taking part in initiative games, in considering the topic of personal development.

### Duration

This subject will be run on separate workshop sessions in Term 1, 2, 3 and Term 4.

### Educational Objectives

- Questioning the place of an individual in the wider world
- Considering the values needed for positive living and service in the world
- Examining issues of justice and mercy and studying key Australians who have practised such values and a distinct environment
- Critiquing the teaching and life example of Jesus, and His relevance for the 21st Century

### topics of Study

- Ethical systems
- An introduction to Biblical ethics
- Ethics in the real world
- Jesus in history and context
- Jesus as judge and friend
- Jesus crucified and the risen Jesus

### Methods of Assessment

- There is no formal assessment for Ethics.

### VCE Course Pathways

This unit will provide excellent grounding for VCE Religion and Society.

## Science

### Overview

The Year 10 CORE Science curriculum is divided into the pure disciplines of Biology, Chemistry and Physics. The structure is designed to provide students with a rigorous introduction to these branches of science and a possible pathway into each in the pursuit of their VCE studies.

Biology includes a study of chromosomes, DNA function, genetics and patterns of inheritance. Chemistry studies focus on atomic structure, the Periodic table, chemical bonds and writing chemical formulae and equations. In Physics students analyse electric circuits and investigate ohmic and non ohmic devices.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Formulate questions and hypotheses appropriate for first-hand and second-hand investigations
- Plan, design and conduct first-hand investigations
- Evaluate experimental procedures and reliability of data
- Collect, process and record information systematically
- Analyse and synthesise data
- Draw conclusions consistent with the question under investigation and the evidence obtained
- Maintain safe practices
- Work independently and collaboratively as appropriate
- Apply understandings to familiar and new contexts and make connections between
- Analyse and evaluate the reliability of information and opinions in the public domain
- Solve problems, analyse issues and implications relating to scientific and technological developments
- Interpret, transpose and communicate information and ideas effectively

### Topics of Study

- Periodic table, atomic structure and chemical bonding
- Genetic Inheritance and DNA function
- Basic electricity and electrical circuits

### Methods of Assessment

Students will complete several assessment tasks over the semester. These may include:

- Practical reports or summary reports
- Extended practical investigations
- Analysis of first-hand and/or second-hand data using structured questions
- Assignments
- Unit tests
- End-of-semester examinations

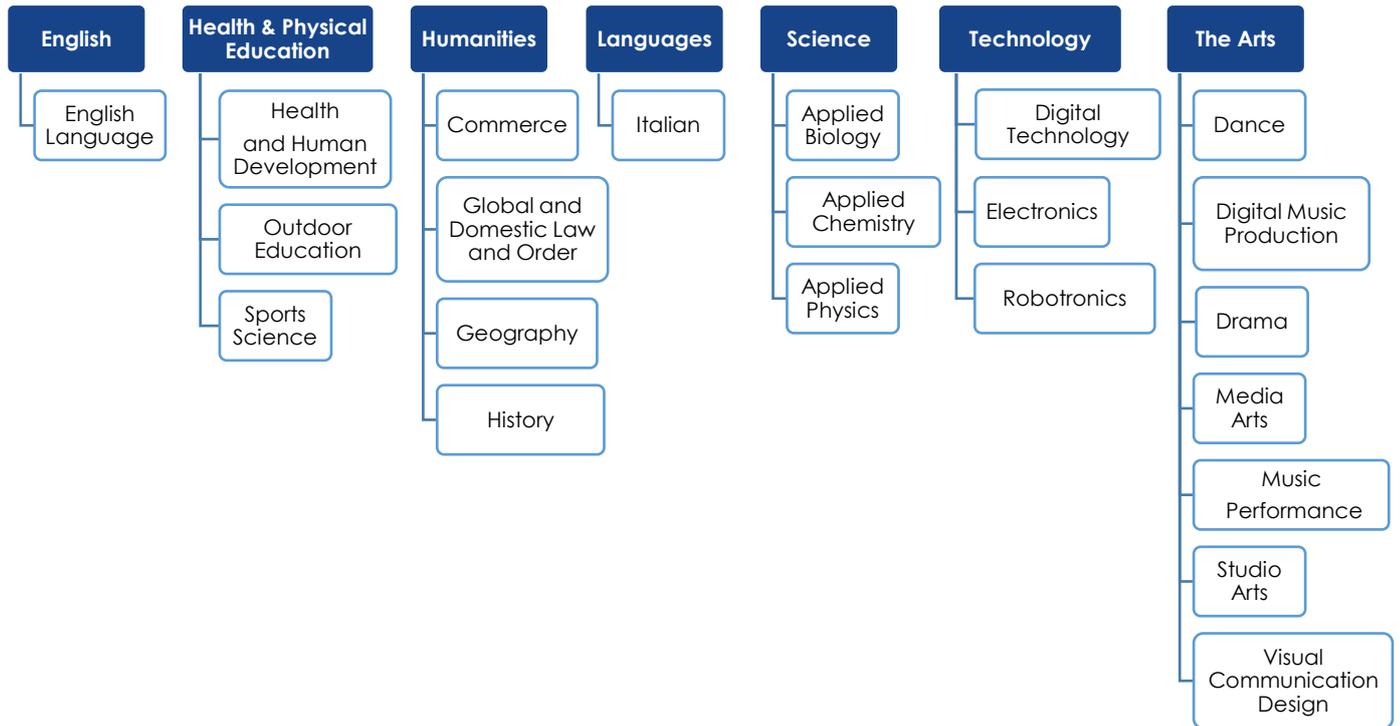
### VCE Course Pathways

This unit will provide excellent grounding for the VCE Science disciplines of Biology, Chemistry, Environmental Science, Physics and Psychology.

## Elective Subject Information

The Year 10 elective program is designed to offer students a wide variety of choice to ensure breadth in their education, as well as an opportunity to try something new or focus on an area of interest. In Year 10, students are encouraged to think about shepherding their pathway toward VCE subject choices. Except for Italian, these electives are not prerequisites for any VCE study.

Students are to choose five. (If choosing Italian, this counts for two electives as does an accelerated Units 1-2 subject.)



## Applied Biology

### Overview

The Year 10 Applied Biology curriculum is specifically designed to establish strong foundations and prepare students with enhanced skills and knowledge to undertake VCE studies in Biology. Students study patterns of inheritance in living organisms with emphasis on human inheritance patterns. Genes, chromosomes, sex determination, inherited diseases, DNA and protein synthesis. In addition, they investigate the application of modern techniques in gene therapy and DNA analysis. Students are introduced to the ethical considerations and genetic counselling that relate to many of the modern techniques and tests performed in medicine today. The topic of genetic engineering in agriculture and farming is investigated in relation to the genetics involved and the benefits and problems resulting from the techniques used. Students study the body's immune response to pathogens, with reference to the use of antibiotics to combat bacteria.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Describe the process of cell specialisation and organisation of multicellular organisms
- Describe the composition of and major functions of prokaryotic and eukaryotic cells
- Outline the plant systems that enable transport of substances throughout the plant
- Discuss how plants respond to external changes
- Describe the animal systems that respond to internal and external challenges and maintain balance
- Outline how genes are decoded
- Demonstrate some common patterns of genetic inheritance including dihybrid crosses
- Outline how DNA technology can be applied in many areas of Biology

### Methods of Assessment

Students will complete several assessment tasks over the semester. These may include:

- Practical reports or summary reports
- Extended practical investigations
- Analysis of first-hand and/or second-hand data using structured questions
- Assignments and research tasks
- Unit tests
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Biology, will provide excellent grounding for the course.

## Applied Chemistry

### Overview

The Year 10 Applied Chemistry curriculum is specifically designed to establish strong foundations and prepare students with enhanced skills and knowledge to undertake VCE studies in Chemistry. Students study the structure of the atom, the Periodic Table and mathematical relationships involving atoms. Chemical bonding and the structure of substances enable students to understand the properties and applications of the materials. Materials investigated include metals, acids and bases, ionic substances and covalent substances. Students perform a range of practical techniques including volumetric analysis and gravimetric procedures.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understand the differences between metallic, ionic and covalent bonding
- Recognise the various representations used to model chemical compounds
- Calculate the percentage composition of an element in a compound
- Use mathematical applications in calculating chemical quantities and quality of the yield produced during preparation of materials
- Formulate questions and hypotheses appropriate for first-hand and second-hand investigations
- Plan, design and conduct first-hand investigations
- Evaluate experimental procedures and reliability of data
- Collect, process and record information systematically; analyse and synthesise data

### Methods of Assessment

Students will complete several assessment tasks over the semester. These may include:

- Practical reports or summary reports
- Extended practical investigations
- Analysis of first-hand and/or second-hand data using structured questions
- Assignments
- Unit tests
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Chemistry, will provide students with excellent grounding for the course.

## Applied Physics

### Overview

The Year 10 Applied Physics curriculum is specifically designed to establish strong foundations and prepare students with enhanced skills and knowledge to undertake VCE studies in Physics. The key areas of focus are Mechanics and Electromagnetism. Mechanics explores concepts of motion such as displacement, velocity, acceleration, forces, energy, mass and gravity. Electromagnetism models electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. Students also undertake a range of practical investigations which allows them to obtain and analyse primary and secondary data.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Gather data to analyse everyday applications of kinematic and dynamic motion
- Use and apply Newton's laws of motion
- Investigate and apply field models to electromagnetic phenomena, including shapes and directions of fields produced by bar magnets, current-carrying wires, loops and solenoids
- Understand, analyse and evaluate an electricity generation and distribution system
- Formulate questions and hypotheses appropriate for first-hand and second-hand investigations
- Plan, design and conduct first-hand investigations
- Evaluate experimental procedures and reliability of data
- Collect, process and record information systematically; analyse and synthesise data

### Topics of Study

- Mechanics - kinematic and dynamic analysis of motion
- Electromagnetism – the interactions and effects of electric and magnetic fields

### Methods of Assessment

Students will complete several assessment tasks over the semester. These may include:

- Practical reports or summary reports
- Extended practical investigations
- Analysis of first-hand and/or second-hand data using structured questions
- Assignments
- Unit tests
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Physics, will provide excellent grounding for the course.

## Commerce

### Overview

Commerce provides students the opportunity to develop further their understanding of economics, accounting and business concepts by considering Australia's economic performance and standard of living. Students examine the consequences of decisions and the responses of businesses and consumers to changing economic conditions. Students also examine business processes and how productivity can be improved. Financial literacy is examined through the ATSI Money Smart website and students study real-life scenarios: financial risk, debit/credit and making major purchases. There are two strands: knowledge and understanding and skills. These are interrelated and have been developed to specific local/regional/global contexts and contemporary case studies, issues and events.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Explaining the concept of money and money's use, household and personal income, budgeting, personal finance, payment choices, banking and financial institutions, consumer choice and consumer protection, investments and savings
- Understanding the importance of innovation, attributes of an enterprising person, the government's role in promoting enterprise, starting a business, business ethics, and ecological sustainability
- Analysing business ideas and considering the skills, knowledge and experience required to establish and operate a small business
- Understanding basic accounting terminology: cash transactions, bank reconciliation statements, credit transactions, profit and loss statements, balance sheets, and cash books
- Explaining basic economic concepts such as GDP, inflation and unemployment
- Analysing and explaining how goods and services are produced and how markets work including the influence consumers have
- Explaining the impact of macroeconomic and microeconomic policies on consumers and producers, businesses, government and the economy

### Topics of Study

- Consumer influences
- Business productivity, enterprise and innovation
- Managing financial risk
- Economics influences
- Basic accounting principles

### Methods of Assessment

- Business plans
- Tests
- Case studies
- Oral presentations
- Web quests
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Business Management and VCE Accounting, will provide students with an excellent grounding for these courses.

## Dance

### Overview

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of Dance in Year 10 provides students with the opportunity to explore the potential of movement as a medium of creative expression through diverse approaches. Students will develop a broad understanding and appreciation of dance through the integration of practical and theoretical aspects of learning in the context of composition and performance. Students will learn to release creative potential, develop physical skill and build awareness of dance as a method of self-expression and communication. Dance benefits students naturally, as it lends itself to developing the potential of their physical selves. Dance provides opportunities to build confidence through performance. Students develop communication, and problem-solving skills through choreographic group work. They are also required to demonstrate the ability to appreciate and evaluate their own work in addition to that of their peers, emphasising the reflective nature of the course.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Use of actions, dynamics & spatial elements
- Use of choreographic tools including responding to stimuli
- Creating and using dance motifs
- Musicality – including features of music
- Performance of learnt choreography
- Analysing and appreciating their own and others work, including professional performances

### Topics of Study

- Safe dance practice
- Deconstructing the elements of movement
- The technical and expressive nature of dance
- Introduction to contemporary dance
- Choreographing solo, duo and group dances using choreographic devices
- Identifying, describing and explaining features of professional dance works and showing appreciation

### Methods of Assessment

Making:

- Individual and group performance,
- Individual and group choreography
- Technical skills and artistry

Responding:

- Explore, respond and interpret different dance works
- Evaluate their own & others success in expressing the choreographer's intentions
- End-of-semester examination.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Dance, will provide students with excellent grounding for the course.

## Digital Music Production

### Overview

This is a continuation of the Year 9 elective and is a practical course developing skills in digital music performance, audio editing and industry-based live production skills. Students will further their music skills using a variety of media to create a variety of original musical works. In composition, students will use MIDI, audio recordings, and sampling techniques to develop their understanding of the elements of music and the properties of sound. In production, students will use stage equipment and technology, including mixing desks and lighting consoles to create live performance environments. They will further their experience in live sound engineering, stage lighting and programming, and participation in performance events.

### Duration

This subject runs for ONE semester

### Educational Objectives

- Set-up and manage a PA for a musical performance, including appropriate mixing and sound control
- Demonstrate facility with relevant studio recording equipment to record various musical ensembles
- Design and program lighting for stage shows.
- Students are familiar with a variety of music software, being able to sample, manipulate and create musical compositions through this format.
- Explore the history and function of a variety of musical technologies
- Use digital music equipment, including Launch Pads, Drum Machines & DJ consoles.

### Topics of Study

- Technical skills assessment
- Aspects of technology impact and development
- Written assessment
- Performance production
- Composition
- Analysis and reflection

### Methods of Assessment

Students complete a range of assessment tasks over the semester. These will include:

- Composition tasks using music technology software
- Written essay
- Weekly topics covering music theory and technology (history & function)
- Live practical tasks
- End-of-semester examination.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Music Performance, will provide students with excellent grounding for the course.

## Digital Technology

### Overview

Digital Technology in Year 10 extends students' knowledge of computer programming. Beginning with databases, students learn how companies use databases to help meet their objectives, and how to create a database of their own using Microsoft Access, as well as how to run queries using SQL. Students then develop an understanding of how to design and create a website. The course concludes with an exploration of how to program robots to interact with and navigate physical environments.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Identify characteristics of a database
- Create and populate a database
- Run queries in a database
- Application of website design principles
- Programming in HTML/CSS
- Programming in Sphero block code
- Designing and developing solutions to navigate a robot around a physical 'maze'
- Programming in Sphero JavaScript

### Topics of Study

- Databases
- Website Design
- Robotics

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Topic tests
- Assignments
- Problem solving tasks
- Regular homework tasks
- Projects
- Open-ended student guided tasks
- End-of-semester examination.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Applied Computing, will provide students with excellent grounding for this course.

## Drama

### Overview

Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events. In Year 10 Drama students will work on devising and producing a major ensemble production to be performed in front of a live audience. Throughout this course all students will have the opportunity to make their way through each of the playmaking steps: Research, Brainstorming, Improvisation, Scripting, Editing, Rehearsing and Refining. Workshops run will be dynamic and interactive and fully equip students with the necessary skills to successfully tell a dramatic story. This course is designed for students who wish to develop confidence, self-discipline, creativity, team-work skills and cultural awareness. Its emphasis on personal development makes it of value to all students.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Personal development
- Performance skills including role play, improvisation, scripted drama, characterization, rehearsal skills and storytelling through the elements of drama and theatrical conventions
- Group dynamics – decision making, responsibility, discussion skills, team work, negotiation and inclusivity
- Scriptwriting, directing, and other playmaking strategies including researching techniques
- Character exploration and analysis

### Topics of Study

- Workshops covering key understandings of Theatrical conventions and elements of drama
- Eclectic theatre conventions
- Dramatist Berthold Brecht and his Epic Theatre conventions
- Exploration of social issues including Australia and the world
- Dramatic performance techniques from various performance styles
- Workshops on expressive skills and performance skills
- Production areas including lighting, sound, costumes and sets
- Analysis of a live, professional drama performance

### Methods of Assessment

- Developing characters through playmaking
- Presenting work to an audience
- Developing drama techniques including expressive skills and performance skills
- Keeping of a drama Journal evaluating class activities and personal growth
- Analysing and reviewing a live performance
- Creative writing, research and analysis of drama
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Drama, will provide students with excellent grounding for the course.

## Electronics

### Overview

Electronics aims to enable students to develop an understanding of the function of basic electronic components and microprocessors and their relationship to each other, whilst working with tools in a safe manner and environment. Students develop an appreciation and understanding of the importance of electronic design. Students will analyse the appropriate use of particular components, including new materials and for specific purposes relating to electronic devices. They will design and produce an electronic project and learn to problem solve and fault find.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Safe working practices
- Identification of components and values
- Working individually or as part of a group
- Problem solving and communication
- Design and reading of circuit diagrams
- Material fabrication
- Soldering and tinning where needed
- Basic coding of digital inputs and outputs

### Topics of Study

- Occupational Health and Safety in the workplace
- Electronic components and what they do
- Safe and correct use of a variety of hand and power tools
- Microprocessors (Arduino)

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include:

- Workbook assessments
- Folio
- Theory assessments
- Design and production projects
- End-of-semester examination.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Systems Engineering, will provide students with excellent grounding for the course.

## English Language

### Overview

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us understand ourselves, the groups with which we identify and the society we inhabit. Explicit learning about the subsystems of the English language builds the skills needed to interact and communicate in a changing, dynamic world. English is increasingly a globalised language and learning how to manipulate written and spoken interactions equips us for the world beyond the classroom. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English.

### Duration

This subject runs for ONE semester.

### Educational Objectives

Students learn to:

- participate in a dynamic and inquisitive classroom environment, in activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing ideas about how language is constructed
- read and analyse a variety of spoken and or written texts identifying their language features
- understand the differences between a clause, phrase and sentence, identify and analyse these in real world written texts
- explore a variety of sentence types such as declarative, interrogative, imperative and exclamative and the basic functions in clause structure
- analyse language in written and spoken interactions as a means of power.
- explore and experiment with semantic meaning, including the relationships between sign and meaning, the denotative and connotative meaning of words
- examine the concept of codification and how these remains a means of controlling language
- examine elements of discourse and how this is applied to the analysis of language

### Topics of Study

- Phonetics
- Morphology
- Syntax
- Semantics
- Discourse

### Methods of Assessment

Students will complete a range of assessment tasks which may include:

- An investigative report
- A folio of annotated texts
- Short answer questions
- An analysis of spoken and or written texts
- An oral commentary

## Geography

### Overview

This elective focuses on environmental change and management through deep study of inland waters, the urban environment and the oceans. The students investigate environmental processes that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander peoples – that influence how people perceive and respond to these challenges. They apply human–environment systems thinking to understand the causes and consequences of change and geographical concepts and methods to evaluate and select strategies to manage change.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Explain how interactions between geographical processes at different scales change the characteristics of places.
- Identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences.
- Predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change.
- Evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.
- Record and represent multi-variable data in the most appropriate digital and non-digital forms
- Use a range of methods and digital technologies to interpret and analyse maps, data and other information
- Propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations

### Topics of Study

- Deforestation
- Water Scarcity and Conflict
- Are we damaging our oceans? – the scourge of plastic waste

### Methods of Assessment

- Fieldwork and case studies
- Research
- Structured questions
- Essays
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Geography, will provide students with an excellent grounding for the course.

## Global and Domestic Law and Order

### Overview

This elective subject aims to develop students' awareness of global and domestic issues pertaining to their civic responsibilities and participation. It also aims to develop students' critical thinking skills, and to think innovatively. Two core values are excellence and integrity, which this course aims to develop through interesting and challenging coursework to build on their curiosity, as well as to develop individuals who have a strong sense of morality and respect alternative views, cultures and systems. Students will become more informed about the world they are living in and better prepared to participate meaningfully in our political and legal systems both on a domestic and global scale. Students will use these critical thinking skills to communicate on a global scale and enable them to understand and engage with international issues. This subject aims to empower students to have their say on both domestic and international issues and engage actively with the world.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems
- Critically evaluate information and ideas from sources in relation to issues of civics and citizenship
- Account for different interpretations and points of view.
- Recognise and consider multiple perspectives and use strategies to resolve contentious issues.
- Present evidence-based arguments using subject-specific language.
- Reflect on their role as a citizen in Australian, regional and global contexts.

### Topics of Study

- Theories of International Relations such as Marxism, Green Politics, Liberalism, Realism.
- Case Study—non-democratic country
- Globalisation and its effect on politics plus how countries protect rights in sovereign nations
- Principles of Justice
- Constitutional democracy—what is it and how does it work?
- Political parties and their agendas
- Rights and their protections in Australia- How well do we protect rights? Express and Implied Rights
- Influencing a change in the law
- Criminal Investigation Process
- Police Powers v Individual Rights: Does one outweigh the other?
- Introduction to civil and criminal law

### Methods of Assessment

1. Structured Questions
2. Extended Responses
3. Essays
4. Case Studies
5. Class Presentations

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Legal Studies or VCE Australian and Global Politics, will provide students with excellent grounding for these courses.

## Health and Human Development

### Overview

Health and Human Development aims to equip students with the range of skills and knowledge they require to maintain healthy lifestyles as they move into adulthood. In Year 10, students consider the impact of mental wellbeing, relationships and identity on the health of young Australians. They will also consider the important role that nutrition plays in promoting the health of Australians. Students will learn to read health data and use this skill to analyse health information. Students will also learn about the writing conventions used in Health and Human Development studies.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understand mental health and various strategies and services that can be used to enhance mental wellbeing
- Understand features of healthy relationships and behaviours that enhance the wellbeing of young people in relationships
- Understand and be able to explain the role of several common nutrients
- Recognise a variety of common food models
- Decision making and assertiveness skills
- Analysing simple health data
- Health writing skills

### Topics of Study

- Understanding Identity
- Mental Health
- Nutrition
- Understanding and developing healthy relationships
- Sustainable Development Goals

### Methods of Assessment

Students will complete a range of assessment tasks over the semester, these may include:

- Topic tests
- Written reports
- Oral presentations
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Health and Human Development, will provide students with excellent grounding for the course.

## History

### Overview

The Year 10 History course focuses on World War II, examining the causes and the influence of post World War I treaties and changing political ideologies that eventually paved the way for disaster in 1939. Students will understand the continuity and change of governance and society during the interwar period. They study the separate events leading to the outbreak of WWII and focus on the involvement of Australia in the conflict and impact of the war on our country.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Explain patterns of change and continuity over time
- Analyse the causes and effects of events and developments and explain their relative importance.
- Explain the significance of events and developments from a range of perspectives
- Sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time
- Process, analyse and synthesise information from a range of primary and secondary sources

### Topics of Study

- Causes of World War II
- Australia at War
- Life on the Homefront
- Changing political relationships – USA and Australia

### Methods of Assessment

- Tests
- Structured questions
- Essays
- Case studies
- Research assignments
- Source analysis
- Historical inquiry
- Class presentations
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE History, will provide students with an excellent grounding for the course and other Humanities-based subjects.

## Italian

### Overview

In Year 10, students will bring their prior experience and capabilities of learning Italian to apply to their new learning. The course will expand the range and nature of their learning experiences and of the contexts in which they communicate with others in Italian. Students will expand their vocabulary and grammar, giving them an opportunity to experiment with different forms of communication. They continue to learn to use Italian to communicate and interact with each other, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. Students explore language variation and change, noting how intercultural experiences, technology, media and globalisation influence language use and forms of communication. They also investigate links between the Italian language and cultural representation and expression and learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Exchange and compare ideas, experiences, opinions and feelings through spoken and written transactions.
- Convey and organise information and compare diverse perspectives from multiple sources in Italian
- Create and respond to imaginative texts about themes, events and values.
- Translate texts for Italian to English and vice versa.
- Understand and extend knowledge of more complex features and patterns of Italian grammatical systems.
- Analyse the features of a range of spoken, written and multimodal texts.
- Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity.

### Topics of Study

- Travelling and the globalised world
- Being in contact and informed: modes of communication
- The creativity of Italian people
- Passion for Italian fashion

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- End-of-semester examinations

### VCE Course Pathways

This course is a prerequisite and direct pathway into VCE Italian.

## Media

### Overview

The Media course is designed to give students an understanding of the relationship between media and its audiences. This is done through the exploration and application of media tools in the analysis and construction of representations. Students study the way in which they are not only consumers, but producers of media, and analyse representation and genre through theoretical and practical lessons. The aim is to expose students to a wide variety of media, problem solving skills and creative stimuli, providing enough experience for students to make an informed choice about the possibility of pursuing this pathway for VCE. Most importantly, students learn about the role of the media in our society and their role in being both critical and creative when working with the media.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Planning for media products
- Creative problem solving
- Technological skill in media equipment and ICT
- Software knowledge in Adobe creative suite and other third-party software and applications
- Teamwork
- Personal discipline through individually managed projects
- A willingness to analyse society and its influences

### Topics of Study

- Film making (and genre study)
- Photojournalism and the power of the image

### Methods of Assessment

- Research
- Planning
- Practical completion
- Evaluation
- End-of-semester examination.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Media, VCE Studio Arts and VCE Visual Communication Design, will provide students with excellent grounding for these courses.

## Music Performance

### Overview

This unit develops previously learnt performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. Students will undertake basic keyboard and guitar study to further their instrumental experiences. They study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting to audiences. Students participate in organisation of sound and develop skills to contribute to a composition using traditional notation and music software. It is expected that students are technically proficient in their chosen instrument and continue their private instrumental and/or vocal music tuition throughout the course. Students will be involved in a performance evening as part of the assessment for this course.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Perform a program of works, technical work and sight reading on a chosen solo instrument and with an ensemble
- Discuss contextual issues, characteristics, styles and expressive features represented in the performance of works selected for study
- Analyse and evaluate selected influences on performance works and approaches that can be used
- to optimise performance
- Recognise and write scales, intervals, chords and transcribe rhythms and melodies using conventional music notation
- Devise a composition that uses music language drawn from analysis of selected works being prepared for performance

### Topics of Study

- Performance skill development
- Solo and group performance
- Contextual issues and analysis of works
- Musicianship through written and aural means
- Composition and arranging
- Instrumental basics: keyboard & guitar

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include:

- Solo performance
- Group performance
- Organisation of sound
- Written and aural assessment
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Music Performance, will provide students with excellent grounding for this course.

## Outdoor Education

### Overview

Outdoor Education provides students with the skills and knowledge to participate safely in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature. Students will be taking part in camps and subject-related excursions throughout the course.

### Duration

This subject runs for ONE semester.

### Educational Objectives

At the completion of the subject, students should be able to:

- Understand a range of outdoor environments
- Use a compass
- Read basic land maps
- Understand motivations for outdoor experiences
- Understand the principle of 'minimal impact' and the need to behave accordingly
- Understand various risks associated with using outdoor environments
- Understanding personal responses to outdoor environments
- Understand the influence of media on outdoor experiences
- Understanding factors that affect our outdoor experiences
- Understanding to environmental impact of climate change
- Scientific understanding of outdoor environments

### Topics of Study

- Understanding outdoor environments
- Navigation and map reading
- Minimal impact
- Risk Management
- Trip preparation

### Methods of Assessment

Students will complete a range of assessment tasks during the semester. These may include:

- Project work
- Written report
- Topic tests
- Oral presentations
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Health and Physical Education, will provide students with excellent grounding for the course.

### Additional Cost Involved

Students in this course will need to pay an additional cost of \$250 to cover expenses related to camps and subject-specific excursions.

## Robotronics

### Overview

Young Engineers: Robotronics is a project-based elective that aims to enable students to further develop their understanding of and skills in coding, physical computing, software engineering and design technology. They develop a broader understanding of 21<sup>st</sup> century and interpersonal STEM skills of project management, communication, teamwork (collaboration) and innovation. Students identify and produce innovative responses to real-world problems using design and computational thinking routines and information systems to analyse, design and develop solutions. The subject strengthens the connections between classroom learning and technology industry pathways. It asks students to be confident, empowered and entrepreneurial producers.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- develop an understanding of systems engineering and applied computing processes apply the problem-solving methodology.
- apply digital and design skills and knowledge to solve technological problems.
- develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport.
- develop skills in the safe, efficient and effective use of tools, equipment, materials, machines and processes.
- apply project management techniques.
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills.

### Topics of Study

- Identifying and producing solutions using new technologies
- Design challenge (e.g. climate change, efficient energy generation and use, security, health, education and/or transport)
- Design and computational thinking
- Sustainable practices
- Industry pathways

### Methods of Assessment

May include:

- Folio
- Production work
- Practical demonstrations
- End-of-semester examinations.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Applied Computing and VCE Systems Engineering, will provide excellent grounding for these courses. Students wishing to pursue either of these courses would also benefit from studying at least one of the Year 10 Electronics/Digital Technology electives.

## SPorts Science

### Overview

Sport Science provides students with an introduction to the theory components pertaining to the content covered in VCE Physical Education. The elective serves to develop students' understanding in the foundation studies of sport and exercise science. Through various practical activities students explore the scientific principles behind sporting performance. Students are also provided with the opportunity to apply their knowledge by using heart rate and blood pressure monitors, GPS units, Smartphone Apps and other technologies to enhance their learning.

### Duration

This subject runs for ONE semester.

### Educational Objectives

On the completion of this unit, students will have a developed understanding of the theories pertaining to sport and exercise science. Students should be able to demonstrate an understanding of:

- The energy systems used during sporting performance
- A range of legal methods that can be used to enhance sporting performance
- The anatomical names of the large skeletal muscles in the body
- The correct terminology used to identify bones, joints and types of joint actions
- The cardiorespiratory system

### Topics of Study

- Acute responses to exercise
- Body systems
- Introduction to energy systems
- Enhancing sports performance – nutrition, hydration, training methods
- Skill analysis

### Methods of Assessment

Students will complete a range of assessment tasks during the semester. These may include:

- Project work
- Written report
- Topic tests
- Oral presentations
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Physical Education, will provide students with excellent grounding for the course.

## Studio Arts

### Overview

Studio Arts enables students to develop their skills and confidence in an art form of their choice. They focus on photography, drawing, painting, sculpture, textiles, installation, time-based installation works, digital animation and/or video. Students have access to a range of traditional art resources as well as the latest technologies including Creative Cloud software, SLRs cameras, MAC lab, and 2D and 3D printing methods. In this semester-based unit, students study International Artists. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries. Students develop and use an exploration proposal and plan and apply the studio process. They examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. Their research focuses on critical, reflective and creative thinking.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understanding and application of materials, techniques and processes of own choice artform (2D, 3D & 4D)
- Understanding and application of the studio process to successfully communicate, challenge and express their own ideas
- Understanding and application of critical, reflective and creative thinking strategies
- Ability to analyse artworks
- Ability to effectively apply OH&S knowledge in the Art Studio.

### Topics of Study

- Own choice art form: Photography, Drawing, Painting, Printmaking, Sculpture, Animation, Video, Textiles, Installation, Mixed Media.
- Studio Process: Explore, Develop, Refine, Resolve, Present
- Appropriation
- International Art & Current Exhibitions
- Contemporary Art

### Methods of Assessment

- Folio of artworks
- Short-answer responses
- End-of-semester examination

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Studio Arts, will provide students with excellent grounding for the course.

## Visual Communication Design

### Overview

Visual Communication Design enables students to develop their skills and confidence in two-dimensional and three-dimensional drawing. In this semester-based unit, students will study the environmental and communication design fields with a focus on architectural design. They will develop drawing and rendering skills, and study specific conventions relating to each field. Students will use computer technology in the development and presentation of designs. They will analyse the design process that architects and graphic designers use in developing and producing visual communications. There is also strong emphasis of three-dimensional modelling techniques.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- The use and application of two-dimensional drawing methods such as plans, elevations and orthogonal projections
- The use and application of three-dimensional drawing methods such as perspective, isometric and planometric views
- Application of the Australian Standards and Conventions to drawings
- The use and application of the design process to solve design problems and create final solutions.
- Construction techniques using suitable materials and safe handling practices

### Topics of Study

- Technical drawing in context – two-dimensional and three-dimensional drawing methods to represent form, proportion and scale
- Design industry practice – different roles within the Environmental Design and Industrial Design Industry
- Designing to a brief – designing to a specific need for a 'client' using the design process.

### Methods of Assessment

These may include:

- A folio of completed Visual Communications including models
- Visual diary - the submission of a visual diary containing a collection of resources, ideas, sketches and annotations
- Written responses - including questions in class, homework, and evaluation of completed designs
- Respond and interpret- the analysis and evaluation of visual communication designs for different audiences and purposes in different contexts
- End-of-semester examination.

### VCE Course Pathways

This unit, while **not** a prerequisite for VCE Media, VCE Studio Arts or VCE Visual Communication and Design, will provide students with excellent grounding for these courses.

## Contacts

Before making decisions about course composition and balance, students and parents may wish to seek advice from relevant staff. Please take careful note of any recommendations stated for entry into specific subjects. Students are not guaranteed entry into any subject of their choosing and selections will be considered according to proven work ethic, learning progress and academic results. Some subjects may not run if enrolment numbers are very low.

<b>FOR ALL ENQUIRIES</b>		
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