# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 10 CURRICULUM 2017</td>
<td>4</td>
</tr>
<tr>
<td>YEAR 10 COURSE STRUCTURE</td>
<td>5</td>
</tr>
<tr>
<td>CORE STUDIES</td>
<td>6</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>6</td>
</tr>
<tr>
<td>VCE FOUNDATION ENGLISH UNITS 1 &amp; 2 (SUPPORT ENGLISH)</td>
<td>7</td>
</tr>
<tr>
<td>BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE VCE UNITS 1 &amp; 2</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>MATHEMATICAL METHODS CAS UNITS 1 &amp; 2</td>
<td>9</td>
</tr>
<tr>
<td>MATHEMATICS (Pre-Further)</td>
<td>9</td>
</tr>
<tr>
<td>MATHEMATICS (Pre-Methods)</td>
<td>10</td>
</tr>
<tr>
<td>FOUNDATION MATHEMATICS</td>
<td>10</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>11</td>
</tr>
<tr>
<td>HISTORY</td>
<td>12</td>
</tr>
<tr>
<td>TEXTS AND TRADITIONS UNIT 1</td>
<td>12</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>13</td>
</tr>
<tr>
<td>VCE VET SPORT &amp; RECREATION</td>
<td>13</td>
</tr>
<tr>
<td>HEALTH</td>
<td>14</td>
</tr>
<tr>
<td>CAREERS</td>
<td>15</td>
</tr>
<tr>
<td>ACADEMIC ELECTIVES</td>
<td>15</td>
</tr>
<tr>
<td>FRENCH</td>
<td>15</td>
</tr>
<tr>
<td>VET CHINESE</td>
<td>16</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>17</td>
</tr>
<tr>
<td>COMMERCE</td>
<td>17</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>18</td>
</tr>
<tr>
<td>ART</td>
<td>18</td>
</tr>
<tr>
<td>VISUAL DESIGN</td>
<td>18</td>
</tr>
<tr>
<td>INDUSTRIAL TECHNOLOGY</td>
<td>20</td>
</tr>
<tr>
<td>WOOD</td>
<td>20</td>
</tr>
<tr>
<td>TEXTILES</td>
<td>21</td>
</tr>
<tr>
<td>DRAMA</td>
<td>21</td>
</tr>
<tr>
<td>VCE FOOD STUDIES</td>
<td>22</td>
</tr>
<tr>
<td>COMPUTING</td>
<td>23</td>
</tr>
<tr>
<td>MULTIMEDIA: INTERACTIVE DIGITAL MEDIA</td>
<td>24</td>
</tr>
<tr>
<td>MULTIMEDIA: FILM AND VIDEO</td>
<td>25</td>
</tr>
<tr>
<td>MUSIC 1</td>
<td>25</td>
</tr>
<tr>
<td>MUSIC 2</td>
<td>25</td>
</tr>
<tr>
<td>VET HOSPITALITY</td>
<td>26</td>
</tr>
<tr>
<td>ACADEMIC LANGUAGE PROGRAM</td>
<td>27</td>
</tr>
</tbody>
</table>
YEAR 10 CURRICULUM 2017

Heathdale Christian College provides Year 10 students with an extensive curriculum, which includes compulsory studies and a variety of elective subjects. The elective subjects allow students to have some discretion in their own course of study. In choosing subjects at Year 10, students should aim to select those they enjoy, find interesting, which will challenge them in their learning and extend their knowledge. Students are also encouraged to pursue subjects which they may have a view to undertaking in Year 11. Students should establish a consistent, diligent and productive attitude towards their studies and begin to develop the study habits that will be required at VCE level. Students should aim to apply themselves to the best of their ability and aim for excellence in all their studies while enjoying the variety of subjects undertaken in Year 10.

Core subjects

- English
- Mathematics
- Science
- History
- Christian Life Studies: Unit 1 Texts and Traditions
- Physical Education & Health
- Careers

Academic Elective subjects
One subject must be chosen for the whole year:

- Chinese
- French
- Geography & Commerce

Electives subjects
Two subjects must be chosen each semester.

ALP Variations
ALP students do not study Careers throughout the year. These omissions are necessary to enable them to continue the study of Latin in addition to one modern language. Please note that Latin will require one afterschool class per week.
# YEAR 10 COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Year 10 Subjects</th>
<th>P/C*</th>
<th>Duration of Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>10</td>
<td>Full Year</td>
</tr>
<tr>
<td>Maths</td>
<td>10</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
<td>Full Year</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>Full Year</td>
</tr>
<tr>
<td>PE</td>
<td>6</td>
<td>Full Year</td>
</tr>
<tr>
<td>Christian Life Studies</td>
<td>4</td>
<td>Full Year</td>
</tr>
<tr>
<td>Careers</td>
<td>2</td>
<td>Full Year</td>
</tr>
<tr>
<td><strong>Academic Electives x 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Chinese</td>
<td>7</td>
<td>Full Year</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
<td>Full Year</td>
</tr>
<tr>
<td>Geography &amp; Commerce</td>
<td>9</td>
<td>Full Year</td>
</tr>
<tr>
<td><strong>Physical Education Elective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE &amp; VCE-VET Sport and Recreation</td>
<td></td>
<td>Full Year</td>
</tr>
<tr>
<td><strong>Creative &amp; Practical Arts Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>6</td>
<td>1 Semester or both</td>
</tr>
<tr>
<td>Visual Design</td>
<td>6</td>
<td>1 Semester or both</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>6</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Textiles</td>
<td>6</td>
<td>1 Semester or both</td>
</tr>
<tr>
<td>Wood</td>
<td>6</td>
<td>1 Semester</td>
</tr>
<tr>
<td>VCE-VET Hospitality</td>
<td>6</td>
<td>Full year</td>
</tr>
<tr>
<td>Drama</td>
<td>6</td>
<td>1 Semester or both</td>
</tr>
<tr>
<td>VCE Food Technology</td>
<td>6</td>
<td>Full year</td>
</tr>
<tr>
<td>Computing</td>
<td>6</td>
<td>1 Semester or both</td>
</tr>
<tr>
<td>Multimedia</td>
<td>6</td>
<td>1 Semester or both</td>
</tr>
<tr>
<td>Music1</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Music 2</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>ALP Variations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>6</td>
<td>Afterschool class required</td>
</tr>
</tbody>
</table>

* Periods/cycle
CORE STUDIES

ENGLISH

English is the foundation subject for all other areas of study and the only compulsory subject in the VCE. The aim of the College is to equip students with sound literacy skills, confidence in speaking and presenting and a love for reading and writing, which will enrich their lives. Students will study and analyse a range of text by Shakespeare, World poets and American authors as well as a selection of famous speeches. Ideas and issues arising from these texts will be explored, evaluated and compared by identifying author’s voice, contextual influences and prevailing worldviews. Students will also be required to analyse the language used in current media texts and will write pieces in different genres, styles and for different audiences and purposes.

The aim
To encourage a critical appreciation and understanding of the structures, styles and language of a range of literary and media texts.
To develop the reading, writing, speaking and listening skills required for academic learning and to prepare for the rigours of VCE English, English Language and Literature.

Texts:

- King Lear, by William Shakespeare
- World Poetry (an anthology of selected poems from Africa, India and Asia)
- To Kill a Mockingbird, by Harper Lee
- 12 Angry Men, directed by Sidney Lumet

Reading and Creating:

- Writing creatively in response to literary texts

Reading and Comparing

- Comparing the ideas, themes and issues that appear in the literary texts studied.

Speaking and Listening

- Individual formal oral presentations
- Class/small group discussion, debating and impromptu presentations

Assessment Tasks:

- Creative, analytical and comparative responses to the texts studied.
- Oral presentation in response to texts being studied
- Examination

Requirements:

Students will be required to:

- complete all assessment tasks and course work in a timely manner
- display expected competencies in reading, writing and speaking
VCE FOUNDATION ENGLISH UNITS 1 & 2 (SUPPORT ENGLISH)

At Heathdale in Years 9 and 10, students needing literacy support have the opportunity to study English in a small combined group. The selected areas of study are designed to strengthen and refine the literacy skills of students in preparation for VCE or VCAL studies and the workplace and on successful completion of all Outcomes students will be awarded Units 1 and 2 of VCE Foundation English.

Units 1 & 2
Area of Study 1: Essentials of English
This two-semester area of study focuses on developing learning strategies and literacy skills. Students develop the processes needed to read and write effectively and acquire learning strategies designed to enhance their achievement in English.

Unit 1 - Reading:
A focus on developing knowledge and skills for information and ideas, including strategies for identifying the structure and meaning of a range of text types.

Unit 1 – Writing:
A focus on the structures and features of written language, including an examination of the influence on texts of audience purpose and context.

Unit 2 - Reading:
A focus on the reading of texts for enjoyment, information and critical interpretation. This includes different text types, the identification and discussion of themes, issues, ideas, characters and arguments and strategies for written responses to texts.

Unit 2 - Writing:
A focus on writing for different purposes and audiences in a variety of forms, including the appropriate language, tone and style to use in the construction of coherent, fluent and effective written texts for different purposes and audiences.

Unit 1
Area of Study 2: Communication and the Workplace
Students develop the skills of effective workplace communication and develop ways of understanding and responding to oral and written texts in the context of the workplace. This includes the examination of the structures, features and conventions of different oral and written work-related texts. Students focus on the process of planning, drafting, editing and proofreading, with particular emphasis on the conventions of spelling, punctuation and syntax. Emphasis is placed on the clarity, coherence, and appropriateness of work-related texts. Students learn techniques for active listening, note-taking and oral communication.

Unit 2
Area of Study 3: Technology and Communication
Students develop strategies and enhance their knowledge in the use of information and communications technology. They use technology to explore, record, process and present ideas and information. Students consider the importance of the four phases of the technology process: investigation, design, production and evaluation. Students also develop broader literacy skills in relation to the range of texts explored.

Assessment
All areas of study are assessed by tasks designed to test the outcomes specified for each unit: a minimum of four tasks for The Essentials of English, two for Communication in the Workplace and two for Technology and Communication. The award of satisfactory completion
for VCE Foundation English requires students to demonstrate achievement of all eight outcomes for the course.

BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE VCE UNITS 1 & 2

The aim

At Heathdale in Years 9 and 10, EAL students have the opportunity to study English in a small combined group. Their teacher is a qualified specialist in linguistics and the teaching of English as an Additional Language (EAL). In year 10 students will be enrolled in this VCE subject, and will develop the skills and competences required in academic, technical and informal situations. On successful completion of the course students will gain credit for 2 Units of VCE English.

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language and focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

Oral and aural skills are emphasised, along with the study of linguistic features, structures and meaning in Standard Australian English, and in literary and non-literary texts. Students develop their confidence, fluency and ability in English language when engaging with a variety of issues and perspectives in increasingly complex spoken, written and multimodal texts.

UNIT 1
Area of Study 1: English for everyday and academic purposes
In this area of study, students explore how English is used for everyday and academic purposes. They identify and discuss variations in vocabulary, structures and conventions of spoken and written language, including culturally appropriate non-verbal language for a range of situations, purposes and audiences. Students also investigate how subject-specific language, including technical terms, symbols and abbreviations, underpins their learning across a range of studies in school.

Area of Study 2: English for self-expression
In this area of study, students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes. They discuss the decisions authors make to express their ideas in spoken, written and multimodal texts, and understand that authors use vocabulary, structures, features and conventions for different purposes and audiences.

UNIT 2
Area of Study 2: English literature
In this area of study students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author’s context can influence the views and ideas presented in a literary text.

Area of Study 3: English in the media
In this area of study students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts seek to position audiences. Students identify and develop awareness of how authors construct and convey point of view through cues such as headings, sub-headings, photographs, graphs, cartoons.
and types of language used. They progress from understanding literal to inferred meaning in texts, and learn the appropriate metalanguage to explain how authors of media texts make choices to position audiences.

**MATHEMATICAL METHODS CAS UNITS 1 & 2**

Mathematical Methods CAS Unit 1 and 2 is a VCE subject that is designed to enhance students understanding of the processes and methods that are required to become a successful problem solver. All students will sit two examinations at the completion of each Unit. One examination is technology free while the second examination is technology active, permitting the students to use their CAS to its fullest capacity.

**Areas of Study:**

- Functions and Relations
- Circles, Hyperbolas, Truncus’,
- Quadratics, Cubics and Quartics
- Matrices and Probability
- Exponential and Circular Functions
- Differential and Integral Calculus

**Assessment Tasks:**

- Topic tests and Analysis tasks throughout
- Maintenance of workbook
- End of semester exams: One exam being technology free, the other technology active.

**Requirements:**

- Being a very sequential subject, students are required to practise their skills often and to maintain a high level of attendance in order to build on previous knowledge.
- Further to this, Students are expected to be proficient and discerning in the use of their CAS calculator. It is assumed that a student enrolling in this subject will have access to an approved CAS calculator.

Enrolment into the subject is dependent on successful completion of Year 9/10 Jumpstart Mathematics.

**MATHEMATICS (Pre-Further)**

Year 10 Mathematics is designed to provide a solid foundation for students as they move into VCE. It requires students to be proficient with a CAS calculator. The course has a shared outline with Pre-Methods in Semester One whereas Semester Two is primarily aimed at students who will move into Further Mathematics in Year 11 and 12.

**Areas of Study:**

- Algebra and Linear equations
- Linear Functions
- Co-ordinate Geometry
- Trigonometry and Circular Functions
- Measurement
- Univariate and Bivariate Statistics
- Matrices
- Finance
Assessment Tasks:

- Topic tests and Analysis tasks throughout
- Maintenance of workbook
- End of semester exams: One exam being technology free, the other technology active.

Requirements:

- Being a very sequential subject, students are required to practise their skills often and to maintain a high level of attendance in order to build on previous knowledge.

MATHEMATICS (Pre-Methods)

Year 10 Mathematics is designed to provide a solid foundation for students as they move into VCE. It requires students to be proficient with a CAS calculator. The course has a shared outline with Pre-Further in Semester One whereas Semester Two is primarily aimed at students who will move into Mathematical Methods in Year 11 and 12.

Areas of Study:

- Algebra and Linear equations
- Linear Functions
- Co-ordinate Geometry
- Quadratic Expressions, Functions and Graph Sketching
- Surds, Indices and Logarithms
- Matrices
- Exponential Functions
- Trigonometry and Circular Functions
- Probability

Assessment Tasks:

- Topic tests and Analysis tasks throughout
- Maintenance of workbook
- End of semester exams: One exam being technology free, the other technology active.

Requirements:

- Being a very sequential subject, students are required to practise their skills often and to maintain a high level of attendance in order to build on previous knowledge.

FOUNDATION MATHEMATICS

Year 10 Foundation Mathematics is a less rigorous course set out to extend and consolidate students' understanding who have struggled with Mathematics previously and who are not considering taking Mathematics as a Unit 3 or Unit 4 subject in VCE.

Areas of Study:

- Data representation & analysis/people and statistics
- Cost of living.
- Working with graphs/straight line graphs.
- Coordinate geometry and Trigonometry.
- Pythagoras’ theorem/building and design.
- Probability
• Measurement
• Algebraic techniques
• Running a business

**Assessment Tasks:**

• Topic tests at the end of each unit (fortnightly).
• Analysis and Application Tasks
• Maintenance of workbook
• End of semester exam, technology active (calculator allowed).

**Requirements:**

• Being a very sequential subject, students are required to practise their skills often and to maintain a high level of attendance in order to build on previous knowledge.
• A scientific calculator is compulsory for this subject. A CAS is not necessary although may be used as carried over from Year 9. Students will be encouraged to become highly proficient and confident in the use of this calculator.

---

**SCIENCE**

The main focus of Year 10 Science is to engage and challenge students to think scientifically as well to help them appreciate the complex world and the universe in which they live. They study topics which engage them in learning about Chemical, Biological and Physical processes that help them understand about their Macro and Micro world. They learn to appreciate how all of this comes under God’s amazing direction and Design. The course, in line with the Australian Curriculum, is structured in order to prepare the students for VCE Physics, Biology, Chemistry and Psychology.

**Semester 1:**

- Chemical Patterns
- Chemical Reactions
- Forces, Energy and Motion

**Semester 2:**

- Genetics
- Origins
- Astronomy and Global Systems

**Requirements:**

Students will be required to complete all assessment tasks, practical reports and course work in a timely and engaging manner and at a satisfactory standard.

**Assessment Tasks:**

For each semester:

• Topic Tests
• Research Assignments
• Practical Reports
• An Examination
HISTORY

The Year Ten History course takes up the themes explored in Year Nine, but now looks at Australia as situated in the global context up to the present day. After some background in the earlier twentieth century, students will engage in an in-depth study of the Second World War, with a more international emphasis. We will then examine the aftermath of the war, with a look at the developing tensions between the United States and the Soviet Union and the beginnings of the Cold War. This will include the various conflicts that resulted in different parts of the world.

Students will be introduced to the struggles for rights and freedoms, both in our own culture and in the developing world, and we will also consider the impact of globalisation on culture, technology, migration and other aspects of society.

Assessment Tasks:

- Essays
- Assignments
- Document Interpretation
- Tests
- Examinations

Requirements:

- Students are required to complete all class work and tasks in a timely manner.

TEXTS AND TRADITIONS UNIT 1

Christian Life Studies at Year 10 consists of the study of Texts and Traditions Unit 1. The course is designed to develop a deeper understanding of the Christian faith amongst our students. We aim to do this through a close study of sections of the Biblical books of Genesis and Exodus. The skills and Areas of Study taught, which are outlined in the Study Design, develop our students’ appreciation of the Word of God and how its application leads to great benefit.

VCAA Study Design

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions.

There is much to be learned about religious traditions if they are examined in relation to the texts upon which they are founded. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition’s social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Students will study the texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods
of interpretation are taken into account throughout this study. Students will also investigate the texts as pieces of literature and the inspiration others have found in the interpretation of such writings.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study.

PHYSICAL EDUCATION

Physical Education is a practical subject that covers a broad range of local recreational activities and sports. Participation, fitness and skill development are the main focus. Students are encouraged to seek improvement in these areas whatever their level of fitness and skill is.

Areas of Study

- Fitness
- Hapkido (Self Defence)
- Touch Football
- Badminton
- Lawn Bowls
- Recreational Activities at Encore Events

Assessment Tasks:

All assessment is made on the basis of participation, effort, attitude, and skill level. The Physical Education Department expects that all students will;

- Wear the proper Heathdale Christian College sports uniform to all practical classes. Where students are ill or injured a note is required from a parent/guardian. In the case of extended illness/injury greater than 2 weeks a doctor’s certificate or equivalent is required.
- Participate enthusiastically in all units of work and cooperate with staff and other students.
- Work to their full capacity to improve fitness and skill levels.

Requirements:

- All students require the full HCC sports uniform and appropriate supportive runners.
- Non-marking soled runners are required at all times in the gymnasium.
- Girls with long hair should have the appropriate hair tie.

VCE VET SPORT & RECREATION

This is a VCE subject requiring students to complete 4 semesters of study – Units 1 & 2 in 2017 and Units 3 & 4 in 2018. Successful students will be granted Certificate III in Sport & Recreation. This subject incorporates a study score which provides credit towards the VCE ATAR. All units will be completed by the end of Year 11. The subject has a practical component that requires a good level of fitness with a range of outdoor adventure experiences. The subject also involves completion of a number of assignments over the course of two years.
Areas of Study (units 1 and 2):

- Level 2 First Aid.
- Responding to emergency situations.
- Work health & safety.
- Customer service.
- Bushwalk (3 days/2 nights)
- Optional additional bushwalk (3 days/2 nights). Only for students who will participate in the New Zealand Adventure Camp.
- Surfing (includes practical surf lessons at Anglesea Beach).

Areas of Study (units 3 and 4):

- Managing conflict.
- Planning and conducting safe warm-ups and cool-downs.
- Planning and conducting sport and recreation sessions.
- Educating the public on the safe use of sport and recreation resources.
- Facilitating a group.
- Managing risk.
- Snorkeling (includes a Port Philip Bay dive with the seals).
- Planning and conducting the grade 6 bushwalk (Brisbane Ranges National Park).
- Abseiling and rockclimbing (at an indoor facility in Geelong).

Assessment Tasks:

Students will be assessed using a number of different assessment tools. There will be written assignments, theory tests, practical tests and a final exam.

Requirements:

- Participants will need to possess a good level of fitness.
- Participants will need to show an excellent record of bringing equipment to PE classes.
- Parents of participants may need to attend an information evening where a detailed description of all of the outdoor adventure activities will be provided.

HEALTH

Year 10 Health is designed to provide students with the opportunity to discuss any health related issues or topics that have not been adequately covered in their education to date. Health is a discussion based subject aimed at allowing students to participate in and listen to discussions on health related topics and how we can effectively cope with them.

Areas of Study:

- Dimensions of Health
- Nutrition
- Drugs
Assessment Tasks:

Students must complete all set work requirements to receive a satisfactory grade for this subject.

- Tests on Nutrition and Drugs
- Power Point presentation on an illegal drug

Requirements:

- Completion of all set tasks
- Journal kept up to date
- Participation in class discussions

CAREERS

The course focuses on skills and competencies required for effective participation in the workplace, including the practical application of these skills in Work Experience. The Morrisby Report Vocational Testing is completed to provide some evidence based future career options. Students research career options and pathways to produce an action plan.

Topics include:

- Occupational Health & Safety
- Research for career planning and goal setting
- Developing a Personal Portfolio
- Interview techniques

Assessment tasks:

- Safe@work Certificates.
- Career Research project
- Career Action Plan
- Work Experience Journal
- Personal Portfolio

ACADEMIC ELECTIVES

Students are required to choose one elective subject from the list below. Students who choose Chinese or French need to have successfully studied that subject in Year 9. From 2017 Commerce and Geography will be offered in Year 10 as an elective subject alongside Chinese and French. Students who choose this elective will study one semester of Commerce and one semester of Geography.

FRENCH

Year 10 French seeks to enable students to obtain a greater grasp of linguistic structures of the French language. Students obtain greater confidence in their listening of spoken French and they also learn more verb tenses to assist in adding sophistication to their written expression.
Areas of Study:

- Family and relationships
- Discussing part time jobs
- Cultural Exchange
- Environmental issues
- Schooling in France
- Grammar
- Listening Comprehension

Assessment Tasks:

- Unit Tests
- Listening comprehension
- Reading comprehension

Requirements:

- All students taking Year 10 French need to have successfully completed Year 9 French.

VET CHINESE

Commence in Year 9, complete in Year 10.

11149VIC Certificate II in Applied Language (Chinese)

“The VET Certificate II in Languages (Chinese) is studied over 2 years in Years 9 and 10. Successful completion of the certificate gives students an equivalent of Units 1 and 2 VCE Chinese. It is a practical course for students who are at a beginning or pre-intermediate level of Chinese. As a VET subject it is assessed according to outcomes. There is no examination for the Certificate although students do still participate in the Heathdale internal examinations at the end of each Semester.”

Oral communication for the workplace

Reading and Writing for the workplace

Task 1: Listen to a work experience offer and fill out a staff profile form in characters
Task 2: Design business cards and read Chinese travel websites
Task 3: Listen to a voice message and write a phone message
Task 4: Listen to the description of a new product and design a travel brochure for Chinese tourists
Task 5: Read online reviews of products

This program is a state accredited curriculum, which offers students intensive exposure to the Chinese Language and is completed over 2 years in Year 9 and 10, giving students an award equal to VCE Units 1 and 2. Students learn language structures and vocabulary items to enable them to speak, read and write in Chinese in simple social and work settings. In addition, they will gain a knowledge and appreciation of Chinese culture.

VCE credit: Two units at Units 1 and 2.

Please note: 22150VIC Certificate III in Applied Language is completed in Year 12. Certificate III is counted as a Unit 3 and 4 sequence. VET Chinese is then counted as a fifth or sixth subject for that student and a VCE increment (10% of a students’ top four study scores) is applied to the final calculation of a student’s study score.

Career Opportunities

Knowledge of a language other than English and relevant cultural skills can enhance employment prospects in a wide range of areas, including hospitality and tourism industries,
government departments, community services and health, business and finance, mining, and construction industries.

**GEOGRAPHY**

In Geography at Year 10 in the first unit of study, students are introduced to the concept of environmental change and management. As part of the unit, students study the impacts of change in coastal environments and examine ways of managing these changes. Students investigate coastal processes in Port Phillip Bay on a field trip excursion. The focus of the second unit is human wellbeing – how it can be measured and how and why it varies around the world. Students research the cultural divides between rural and urban areas of particular countries.

**Assessment Tasks:**

- Port Phillip Bay Field Trip Report
- Test on Land Degradation
- Research task on ‘Human Wellbeing’ and NGO and GO responses to poverty
- Exam

**Requirements:**

- Students are required to have their own copy of ‘the Oxford Big Ideas Year 10’ as listed on the booklist.

**COMMERCE**

**Economics and Business:**
The focus in Year 10 will be on:
Indicators of economic performance, living standards, government’s influence and business management.

**Civics and Citizenship:**
The focus in Year 10 will be on:

- **Government and democracy:**
  Features of Australian government compared to an Asian neighbour, global responsibility and participation in global aid and peacekeeping.

- **Laws and citizens:**
  The role of the High Court and interpretation of the constitution, international legal obligations and relation to Aboriginal and Torres Strait Islander Peoples.

- **Citizenship, diversity and identity:**
  Challenges to and ways of sustaining a resilient democracy and cohesive society.

**Assessment Tasks:**

- Research Assignments
- Class Tests
- Semester Exams
Requirements:

- Students must be willing to develop important skills in research, communication, technology, problem-solving and working as a member of a team.

**ELECTIVES**

**ART**

Students taking this class will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production that lead to the creation of portfolio quality works.

**Areas of Study:**

- Art History – students’ work is informed through an in-depth analysis of historical and contemporary artworks
- Art Criticism – students search for meaning and significance in historical and contemporary artworks and how these may influence their art making practice.
- Aesthetics - students search for and discuss meaning, significance and direction in their work through critical discussion of historic and contemporary artworks
- Drawing
- Painting
- Mixed Media
- Digital/Photography Media

**Assessment Tasks:**

- A portfolio of work displaying students’ inspiration, progress and development of visual solutions documented throughout their year of art making.
  - Finished artworks using a variety of materials
  - Visual Diary
- Development of specific terminology when writing and discussing art
- Research assignments
- Exam

**Requirements:**

Students will need to show self-motivation, an interest in Art Theory and an ability to practically apply the knowledge learned. They are expected to individually, and in groups, explore visual tasks and solutions through text and the exploration of materials and concepts.

**VISUAL DESIGN**

**Visual Communication Design (Graphic Design)**

In this study students will be exploring the design process and the use of design elements and principles in applications such as logos, brochures, posters, etc. A variety of media will be explored including software such as Photoshop and Illustrator. This study is a valuable introduction to the processes and skills developed in VCE Visual Communication Design.
Areas of Study:

- The design process
- The Elements and Principles of Design
- Designing to a client brief
- Visual Communication

Assessment Tasks:

- Elements and Principles of Design
- Poster Design
- Corporate Identity

Requirements:

- Students will need to have the ability to see a task through to completion over an extended period of time.
- Drawing skills are not essential but desirable.
- A willingness to learn software applications is important.

Visual Communication and Design (Architecture & Design)
In this study students will be exploring 3D Representational Drawing such as Paraline and Perspective Drawing as well as rendering techniques and methods. The course has a strong focus toward architecture, interior and industrial design. A variety of tools and media will be explored including software such as Photoshop and Illustrator. This study is a valuable introduction to the processes and skills developed in VCE Visual Communication Design relating to instrumental and technical drawing.

Areas of Study:

- The design process
- Design Drawing systems
- Designing to a client brief
- Instrumental and technical drawing

Assessment Tasks:

- Paraline Drawings
- Perspective drawings
- Product concepts and mock-ups

Requirements:
Students will need to have the ability to see a task through to completion over an extended period of time. Drawing skills are not essential but desirable. A willingness to learn software applications is important.
INDUSTRIAL TECHNOLOGY

This course involves problem solving, creative thinking, research, portfolio work, technical drawing (both manual and CAD), programming, making, testing and evaluating. In this study students will learn the next level of mechanical and electronics systems, plus an intermediate level of CAD solid modeling. They will also be introduced to Robotics and the use of sensors which are used to measure and control. Students will then be given a problem to solve in which they have to build and program a robot to produce a solution. The Year 10 focus is on robotic control systems.

Areas of Study:

- Design principles
- Graphics
- Systems and control - Structures
- Systems and control - Mechanisms
- Systems and control - Electronics
- Robotics
- Material forming

Assessment:

- A portfolio displaying the development of the product
- Testing and evaluation of the design solution
- Individual contributions to the team
- Manufacturing proficiency

Future Studies

This study is advised for students interested in pursuing Engineering, Product Design and Technology, or Science at VCE level.

WOOD

Year 10 Wood is an extension on the woodwork already completed in the preceding year. Students learn more complex joint making and finishing techniques. First, students manufacture a dresser top tilting mirror. Students then choose a product from a set list where they introduce a small number of design modifications and manufacture the item to commercial standards. The course is one semester in length and has a strong focus towards Furniture Making as a future profession.

Areas of Study:

- Risk assessment, safety issues and precautions
- Furniture grade timber jointing techniques.
- Furniture grade finishing techniques
- Design methodology for furniture.
- 3D CAD design.

Assessment Tasks:

- The standard set product will be assessed on the quality of joints and finish.
The modified product will also be assessed on the quality of the design process, manufacturing planning process and on how well it fulfils the design criteria; function, form and quality.

Future Studies:

Students will be encouraged to consider choosing VET Furniture Making as a Unit One and Two subject in Year 11 or to pursue Unit Three and Four either in Year 11 or Year 12.

TEXTILES

Semester One
The study of fashion, the elements of design and the development of the skills required to complete a wearable garment.

Areas of Study:

- Elements of design
- Using and adapting a commercial pattern
- Production processes and techniques
- Production work
- Evaluation

Assessment Tasks:

- ‘Elements of design’ assignment
- Trial Solutions Folio
- Design plan and evaluation report
- Production work

Semester Two
In this study students will have the opportunity to explore one area of Textiles, Design and/or Production.

Areas of Study:
(One of the following)

- Commencement of major production
- Production of a simple garment or textiles item
- Fashion Design Folio
- Knitted item eg: scarf
- Other as approved by the teacher

Assessment Tasks:

- One completed item
- Design plan and evaluation report
- Participation in Textiles Workshops
Requirements:

- Students will need an interest in the Creative Arts, with a willingness to individually develop this interest through exploring new skills.

DRAMA

Year 10 Drama aims to extend students in their learning and develop their knowledge and application of theatre styles and performance skills. Students explore styles of Masks, Realism and Non-Naturalism. These skills are explored through practical workshops and applied through using play-making techniques to create a group performance. Throughout the year, every effort is made for students to have the opportunity to attend a professional theatre production and write a written report in one of the semesters. These units are specifically designed to prepare students who plan to study VCE Drama in years 11 and 12.

Semester One

In this unit, students study two distinct styles of Masks. Basil Masks, developed by the French practitioner, Jacques Lecoq and Commedia Dell’ate an Italian style from the 16th century. In groups students create two performances and present it to an audience. Students develop skills in creating characters through expressive body movement, storyboarding, character voice and playmaking techniques.

Assessment Tasks:

- Participation/Group Work
- Journal
- Basil Mask Performance
- Commedia Dell’ate Performance

Semester Two

In this unit students study two contrasting performance styles, Realism and Non-naturalism. They start by exploring Stanislavski’s acting techniques to create real and believable characters. Students apply the skills learnt to a variety of play extracts, while investigating character’s thoughts and motivations, real emotion and subtext. In groups, students choose their own scene to develop into polished performance and present this to an audience. In complete contrast to Realism, students explore non-naturalistic ways of presenting work and characters through various techniques derived from Poor and Epic Theatre performance styles. In group work, students use play-making techniques to apply these elements in devising their own performance piece based on stimulus material.

Assessment Tasks:

- Participation/Group Work
- Journal
- Realism Performance
- Non-naturalistic Performance

Requirements:

- Students will need an interest in Theatre and Performing Arts and must be willing to explore new styles and apply themselves enthusiastically and diligently to group tasks.
• Students need to be willing to perform in front of live audiences and to attend outside of class rehearsals when necessary.
• Students will need plain ‘Theatre Blacks’ for performances in both units. This involves a plain black T shirt and black pants.

VCE FOOD STUDIES

Why not enjoy working with food and develop some new skills in food preparation as you prepare a variety of tasty dishes?

• Learn to become efficient and organised in the kitchen as you prepare healthy dishes and gain an understanding eating well and stay healthy.
• Enjoy exploring new recipes as you prepare your selected food products.
• Practise your research and decision making skills.
• Use your artistic and creative talents as you present food attractively.
• Develop skills in food photography as you develop a Folio as part of your product assessment.
• Practice your skills in numeracy through the preparation of new and exciting recipes.
• Develop analytical skills as you evaluate the preparation of your food production and organisational and management skills.

Unit 1: Food Safety and Properties of Food

In this unit students study safe and hygienic food handling and storage practices, to prevent food spoilage and food poisoning, then apply these practices in the preparation of food. They will consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine links between classification of foods and their properties and examine changes in properties of food when different preparation and processing techniques are used. This knowledge will be applied when preparing food. Students will explore the physical, sensory and chemical properties of key foods. There is an emphasis on the design process as students meet the requirements of design briefs and maximise the quality of key foods. Students will also investigate quality and ethical considerations in food selection, such as fair trade and intensive farming practices. Assessment tasks include food production and testing knowledge of theory. There is a mid-year examination.

Unit 2: Planning and Preparation of Food

In this unit students examine tools and equipment, including the latest technological developments. Students investigate various methods in the preparation, processing, cooking and presentation of foods to optimise the physical, sensory and chemical properties of food. They will apply a range of skills to safely and hygienically prepare and process foods. Students work both independently and as members of a team to research and implement solutions to a design brief. They will evaluate the outcomes of their planning and production activities. Students will also examine the impact of social and cultural influences when planning and preparing foods to meet specific nutritional needs. They will investigate the impact on planning of resource availability and environmental considerations. Assessment tasks include food production and testing knowledge of theory. There is an end-of-year examination.

Links to Careers

Food and Hospitality – Chef and Food and Beverage, Home Economist, Food Technician, Dietitian, Sport and Recreational – Personal Trainer, Nursing, Childcare Worker.
COMPUTING

Computing will educate students in the use of a number of programs.

Areas of Study:

Semester One

- Link between the three software application (word, Excel & Microsoft Database Access)
- Engineering design using PTC (Creo Parametric 2.0)
- Problem solving project
- Assessment Tasks

Semester Two

- Web Page Design using JavaScript Language.
- Visual Basic.Net programming
- Problem solving project
- Assessment Tasks

Assessment Tasks:

- Assessment will occur in each term.

Requirements:

- The students will need to display enthusiasm to develop and learn skills in technology.

MULTIMEDIA: INTERACTIVE DIGITAL MEDIA

Semester One: Animation and Interactivity

In this study students will be exploring digital media and design. Students will become familiar with components of multimedia and various digital imaging software solutions. Using industry standard software students will produce an interactive sequence and animation to convey information. This is a brief overview of interactive design, providing students with an understanding of what to expect if they enrol in VCE/VET Certificate III in Media at yr 11.

Areas of Study:

- Digital Animation
- Storyboarding
- Digital Manipulation- Photoshop
- Authoring for interactive design- Flash

Assessment Tasks:

- Creating gifs for the web
- Creating digital animation
- Interactive Design Project
- Storyboard/script

Requirements:

- A high level of motivation and creativity.
• Students will need an interest in multimedia and a willingness to explore the world of digital communication.
• Students will also need to be able to work well as a team.

MULTIMEDIA: FILM AND VIDEO

Semester Two: Film making and Video Production
Students will explore film production as well as digital manipulation and editing of sound and moving images. Using digital media and industry standard software to convey information over time, students will incorporate audio and sound to enhance communication.

Areas of Study:  
• Photoshop (Digital Imaging)  
• Film Production  
• Video editing software  
• Audio and Sound

Assessment Tasks:  
• Story board/Script  
• Digital Animation  
• Film Presentation

MUSIC 1

This course offers students opportunities to approach the study of music as a performer, composer, and critical listener of works from diverse cultural and historical traditions. Through a study of the music of others and experimentation in their own music making, students are able to demonstrate and discuss meaning in music and gain a better understanding of the connections between music making and Biblical truth. It is specifically designed to prepare students who undertake to study VCE music in years 11 and 12.

Assessment:

School assessed coursework will include;

• Solo performance  
• Group performance  
• Theory  
• Aural  
• Music Composition & Technology

Requirements:

• Students will be expected to have a basic knowledge of music theory and skills in one or more instruments.
• While some students may focus on vocal work, all students will be required to sing on occasions in class.
• It is recommended that Music Major students participate in private music lessons and/ or regular extra curricular music activity.

MUSIC 2

Semester Two continues the development of performance, composition, aural and analytical skills covered in Semester One. Music 1 is a prerequisite for Music 2.
Assessment:
School assessed coursework will include;

- Solo performance
- Group performance
- Theory
- Aural
- Music Composition & Technology

Requirements:
- Students must have completed Semester I Music or demonstrate an equivalent standard to gain entry approval.

VET HOSPITALITY

Commence in Year 10, complete in Year 11

The VET Hospitality program aims to provide students with the knowledge and skills to enhance their employment prospects in a range of hospitality settings. It can also provide a qualification for part time employment while doing further study.

There are two steams available:
Certificate II in Hospitality
- Food and Beverage
OR
- Kitchen Operations

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.
Unit 3-4 Kitchen Operations students attend Angliss Institute one afternoon per week. Unit 3-4 Food and Beverage students attend Angliss Institute for one week in June and one week in September holidays.

Certificate II in Hospitality (Food and Beverage) is designed to provide students with the necessary training and skill development or the achievement of competence in food and beverage service. Units 1 and 2 include units that cover developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, working with colleagues and customers and workplace hygiene.
Units 3 and 4 provide credit towards the Certificate III in Hospitality (Food and Beverage) and incorporate units such as providing food and beverage service, preparing and serving nonalcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.
Assessment is competency based so all set work must be completed throughout the year to achieve a satisfactory result. There is also an end of year examination for Units 3 and 4, which is part of the scored assessment that contributes to the student’s VCE ATAR.

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities. Work is undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops.
Core units of competence in Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery,
receiving and storing kitchen supplies and presenting food. Units 3 and 4 covers areas such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups and desserts.

Assessment is competency based, so all set work must be completed throughout the year to achieve a satisfactory result. There is also an end of year examination for Units 3 and 4 which is part of the scored assessment that contributes to the student’s VCE ATAR.

NOTE: This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.

ACADEMIC LANGUAGE PROGRAM

ALP ENGLISH

English is the foundation subject for all other areas of study and the only compulsory subject in the VCE. The aim of the College is to equip students with sound literacy skills, confidence in speaking and presenting and a love for reading and writing, which will enrich their lives.

Students will study and analyse a range of text by Shakespeare, World poets, English and American authors as well as a selection of famous speeches. Ideas and issues arising from these texts will be explored, evaluated and compared by identifying author’s voice, contextual influences and prevailing worldviews.

They will also be required to analyse the language used in current media texts and will write pieces in different genres, styles and for different audiences and purposes. Students will also develop the skills of intertextuality, comparing the ideas and themes of a number of different texts.

The aim

The aim of the college is to encourage a critical appreciation and understanding of the structures, styles and language of a range of literary and media texts in order to prepare for the rigours of VCE English, English Language and Literature and to engender in students a love for reading which will enrich their lives.

Texts:

- *King Lear*, by William Shakespeare
- *World Poetry* (an anthology of selected poems from Africa, India and Asia)
- *To Kill a Mockingbird* by Harper Lee
- *12 Angry Men* directed by Sidney Lumet
- *Pride and Prejudice* by Jane Austen

Reading and Creating:

- Writing creatively in response to literary texts

Reading and Comparing

- Comparing the ideas, themes and issues that appear in the literary texts studied.
Speaking and Listening

- Sharing of ideas and analyses in formal discussions in small groups and with the whole class.

Assessment Tasks:
- Creative, analytical and comparative responses to the texts studied.
- Examination.

Requirements:
Students will be required to:
- Complete all assessment tasks and course work in a timely manner;
- Display, in their responses, the appropriate English competencies.

LATIN

Students will face a rewarding if challenging year in Year Ten Latin. The goal will be to complete their survey of Latin grammar and basic vocabulary, including more advanced structures involving participles, the subjunctive mood, indirect speech and gerunds/gerundives. This will enable them to engage very successfully with the original texts that will be studied in VCE Latin. In addition, students will be introduced to the systematic study of Roman history, with an emphasis on the narrative of political and military history, but also including social and cultural aspects.

Areas of Study
- Grammar
- Vocabulary
- Translation skills
- Cultural context – Roman history

Assessment Tasks
- Unit tests
- Grammar/vocabulary revision tests
- Passages for translation
- Summaries and responses on Roman history

ALP FRENCH

Year 10 ALP French seeks to complement and further establish the foundations taught in Year 9 ALP French. Students will complete the study of all major verb tenses and will study the formation of the past historic tense frequently used in French literature. The students will also study the use of relative, demonstrative and possessive pronouns. Students also complete translations, listening comprehension tasks and respond orally to questions to perfect their French pronunciation skills.

Communicative topics covered are:
- Introduction to self and personal world in French in the form of a short talk
- The division between work and leisure pursuits
- Discussing future aspirations

Assessment tasks
- Unit tests
- Vocabulary tests
VCE & VET STUDIES IN YEAR 10

VET Coordinator: Mrs Stein
VOCATIONAL EDUCATION AND TRAINING (VET)

General Information
VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages, which may contribute to their VCE and/or VCAL.

What is the Commitment?
VET subjects require the same commitment as any other subject to class work and homework. VET subjects are a commitment for at least one year and often two years to complete the certificate qualification. Fees for the full year are charged after March. Some Certificates are also taught off campus by other tertiary institutions, so travel time and costs and out of hours training need to be considered. Speak with the VET coordinator or VET teachers for detailed information.
Some of the VET Certificates at Heathdale are offered in Year 10. These are:

VCE VET Hospitality – See previous entry
Units 1 and 2 require attendance to the Angliss Institute for one week in the July holidays and in the September holidays. Classes at the college finish around 4.30pm one night per week. A Work Placement for one week in Term 3 is also required.

VCE VET Sport and Recreation – See previous entry
Some excursions and camps but all classes taught at Heathdale.

VET Applied Language (Chinese) – See previous entry
All classes taught at Heathdale.

What are the Costs?
All VET subjects incur additional fees that are paid to the RTO (Registered Training Organisation) for Administration and Certificate Costs. Courses taught at Heathdale incur between $100 and $200. There are also delivery costs when training hours are provided by the RTO. William Angliss Institute tuition fees can be up to $1,000.
Assessment is based mainly on competency so all set work must be completed throughout the year to achieve a satisfactory result. There are a number of written assessments and a scored examination in the second year for Hospitality and Sport and Recreation which adds to the students ATAR in year 12.