Curriculum Handbook

2027

Year 10

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INTEGRITY COMPASSION INCLUSION CURIOSITY

2027

This Handbook provides an overview of the philosophy and practice of the curriculum in the Secondary School at Mount Scopus Memorial College. It aims to be of particular interest to parents, but is also vital to students in that it contains information about all of the courses open to them at Year 10, and provides some information about VCE studies.

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Subject Descriptions

Core

English
Hebrew
History
Judaic Studies
Mathematics
Physical Education
Science
Sport

Electives

Biotechnology and Society
Critical Research
Digital Photography Art
Drama
Earth Sciences: The Origin of Everything!
HHD - Step up to Health and Human Development (Semester 1)
HHD - Global Health and Human Development (Semester 2)
Holocaust Studies
Introduction to Legal & Economics
Language Unlocked: The Science of Human Communication
Literacy Lens: Exploring the World of Literature
Literacy Skills
Master Talmud
Media Studies - Film
Music Performance
Outdoor and Environmental Education
PE - Exercise Physiology (Semester 1)

PE - Peak Performance (Semester 2)
Philosophy, Ethics, Power & Reality
Psychology - Forensic and Social Psychology (Semester 1)
Psychology - Sport and Clinical Psychology (Semester 2)
Software Development
STEM: Prototype & Fabricate
The World of Business
Visual Art
Visual Communication Design

VET

VET Program Policy
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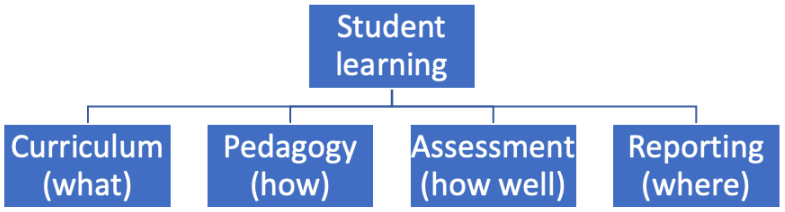
Some of the details may change before the start of the next school year because of the dynamic nature of any healthy curriculum. Please direct any enquiries about changes in Year 10 to the Director of Teaching and Learning.

Curriculum Policy

Mount Scopus Memorial College provides a comprehensive curriculum, which is constantly evolving in response to advances in educational research and changes in the local and global communities.

The curriculum is the statement of the purpose of schooling. It defines what it is that all students have the opportunity to learn. Enabling students' learning progress is the role of teachers and the College. It is enabled through effective pedagogy, assessment and reporting, as illustrated here. Engaging in this learning process is the responsibility of students.



In this representation, student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

- The first is the curriculum that defines what it is that students should learn, and the associated progression or continuum of learning.
- The second is pedagogy that describes how students will be taught and supported to learn.
- The third is assessment that identifies how well a student has (or has not) learnt specified content.
- The fourth is reporting that explains to the student and the teacher where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers.

This handbook focuses on the first component: curriculum. Mount Scopus delivers the Australian Curriculum in Years 7-10 and the Victorian Certificate of Education (VCE) curriculum in Years 11-12**.** The Australian Curriculum is implemented using the Victorian Curriculum as a model as the latter incorporates the Australian Curriculum and reflects Victorian priorities and standards, as well as is aligned with VCE studies.

The Australian Curriculum

The Australian Curriculum sets out the essential knowledge, understanding and skills students need to learn, and the quality of learning that is expected of the students as they progress through the first 11 years of schooling. It is designed to prepare young people for the future world in which they will learn, and prepares them to respond to the challenges that will continue to shape their world. It sets out the priorities and aspirations we hold for all our young people.

The curriculum has 3 dimensions: learning areas, general capabilities and cross-curriculum priorities. The learning areas constitute the essential knowledge, understandings and skills that students should learn in 8 learning areas. General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. These capabilities are developed through the content of the learning areas. Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. These priorities are addressed through learning area content.

The curriculum is presented as a progression of learning in 8 core learning areas:

- English
- Mathematics

- Science
- Health and Physical Education
- Humanities and Social Sciences (History, Civics and Citizenship, Economics and Business)
- The Arts (Drama, Media Arts, Music, and Visual Arts)
- Languages
- Technologies (Design and Technologies, and Digital Technologies)

The 7 general capabilities are:

- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability

The general capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. The teaching of learning area content will be strengthened by the application of relevant general capabilities, as will the development of the general capabilities through appropriate learning area contexts.

In the Victorian Curriculum, digital literacy, literacy and numeracy are embedded in student learning across the curriculum and hence are not treated as discrete capabilities against which student progress is reported. The four general capabilities in the Victorian Curriculum are thus: Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social. The Critical and Creative Thinking capability is organised into three strands: Questions and Possibilities, Reasoning and Meta-Cognition. The Ethical capability curriculum consists of two strands: Understanding Concepts and Decision Making and Actions. The Intercultural Capability curriculum is organised into two interrelated strands: Cultural Practices and Cultural Diversity. The Personal and Social Capability curriculum is organised into two interrelated strands: Self-Awareness and Management, and Social Awareness and Management.

The 3 cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Jewish Studies and Hebrew

Jewish Studies and Hebrew at Mount Scopus give the school its distinctive character. A serious encounter with the main disciplines of Jewish Studies, including: Hebrew Language and Literature, Tanach, Jewish History, and Toshba (the Oral Tradition), is crucial for the fulfilment of the school's aims as a Jewish school. The College's Mission Statement is to "promote excellence in learning and provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enables each student to make an informed choice as to the meaning of their Jewish identity."

VCE Enhancement

In order to support learning diversity, the College provides accelerated pathways for Unit 1/2 Mathematical Methods and Unit 1/2 Hebrew. The Lew Family Secondary School school provides Unit 3/4 preparatory courses following the Semester 2 examinations.

Course Options Related to Faculty and Year Level

A Summary of Course Options: Year 10

The choice of subjects is broad and includes core (compulsory) subjects as well as four elective units being selected to complement the common core. The electives are grouped into 2 blocks:

- Elective Block A (exploratory & VCE prep) and Elective Block B (creative core).

To cultivate broad-based learning and to foster creativity and diverse learning experiences, students select four electives, with at least one elective from each block. The list of core subjects and electives are shown in the table on the next page.

Wider Education Program Options in Year 10

Some students may choose to pursue a combined School and VET/University Education. Vocational education and training (VET) subjects, School Based New Apprenticeships and Pathway programs are all available in the wider community and where possible, may be integrated into the school curriculum. If one is considering doing a VET course please read the accompanying VET policy (Page 69).

A Summary of Course Options: Years 11 – 12

Year 11

Students will undertake 6 VCE Units 1 and 2 subjects. All students take English and/or Literature Units 1 and 2 and two Jewish Studies Units. Mathematics Units 1 and 2 are taken by many students, although some students choose not to take any Mathematics. Students who have already completed Units 1 and 2 in Mathematical Methods or Hebrew may continue with Units 3 and 4 in Year 11 for the corresponding subject.

Year 11 students with an appropriate background may be provided the opportunity to enrol in Units 3 and 4 of various studies - see the subject choice form for details on the specific subjects offered.

Year 12

Year 12 students undertake four to five VCE Units 3 and 4 subjects including a Jewish Studies subject.

All these VCE studies are offered subject to student demand, staffing considerations and the balance of an overall programme. New courses are constantly under review.

Extra curricular offerings

In addition, for all Year 11 and 12 students, an extensive sports programme is offered, including participation in inter-school competitions. Students are also encouraged to take advantage of the wide range of opportunities open to them for participation in community service activities, the College Musical, the College Play, Debating, College publications and so on.

Curriculum Year 10 – 12 2027

Compulsory Studies - Those above the solid black line -*Maths not compulsory in Year 11 - **Elective Studies –** Those below the line

Year 10	Year 11	Year 12
English Hebrew - Unit 1/2 or - Cert II in Applied Languages - Support Hebrew History Judaic Studies Mathematics Physical Education Science Sport _____ **Elective Block A (exploratory & VCE prep)** Biotechnology and Society Critical Research Earth Sciences: The Origin of Everything! HHD - Step up to Health and Human Development (Sem 1) HHD - Global Health and Human Development (Sem 2) Holocaust Studies Introduction to Legal & Economics Language Unlocked: The Science of Human Communication Literacy Lens: Exploring the World of Literature Literacy Skills Master Talmud Outdoor & Environmental Ed. PE - Exercise Physiology (Sem 1) PE - Peak Performance (Sem 2) Philosophy, Ethics, Power & Reality Psychology - Forensic and Social Psychology (Sem 1) Psychology - Sport and Clinical Psychology (Sem 2) STEM: Prototype & Fabricate The World of Business **Elective Block B (creative core)** Digital Photography Art Drama Media Studies - Film Music Performance Software Development Visual Art Visual Communication Design VET	English/Literature Religion and Society *or* History (Jewish Stream) *or* Literature (Jewish) *or* Extended Investigation (Jewish) 3/4 *or* Hebrew 3/4 *or* Media Studies (Jewish) 3/4 *or* Certificate III in Applied Languages Sport _____ Accounting Art Creative Practice Biology Business Management Chemistry Economics Environmental Science Health and Human Development History Legal Studies Literature Maths Methods *or* General Maths Specialist Maths Media Studies Music Performance Philosophy Physical Education Physics Psychology Religion and Society Theatre Studies Visual Communication Design Business Management 3/4 Environmental Science 3/4 Extended Investigation 3/4 Health Human Development 3/4 Hebrew 3/4 Legal Studies 3/4 Literature 3/4 General Maths 3/4 Maths Methods 3/4 Media Studies 3/4 Physical Education 3/4 Psychology 3/4 VET	English or English Literature Hebrew *or* Extended Investigation (Jewish) *or* Religion and Society *or* Hebrew (Tertiary) *or* Certificate III in Applied Languages *or* Media Studies (Jewish) *or* Art Creative Practice (Jewish) or Music (Jewish) Sport _____ Accounting Art Creative Practice Biology Business Management Chemistry Economics Environmental Science Extended Investigation Health and Human Development Hebrew (Tertiary) History - Revolutions Legal Studies Literature Maths Methods Specialist Maths General Math Media Studies Music Contemporary Performance Music Repertoire Performance Physical Education Physics Psychology Religion and Society Theatre Studies Visual Communication Design VET

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Assessment and Reporting Policy

Assessment and reporting are an integral part of teaching and learning.

ASSESSMENT

Assessment is the process of gathering and evaluating evidence of a student's learning and development. It is ongoing, multimodal and inclusive in nature, allowing diverse learners to demonstrate what they can do, know and understand in various contexts according to their capabilities. Assessment is used both to improve student learning outcomes, and to monitor student progress and learning outcomes. Formative assessments seek to inform and enhance teaching and improve learning. Summative assessment gives final judgement on a student's performance on a given unit of work and allows teachers to report effectively to parents on their child's progress and development.

Assessment strategies and development

The design and development of assessments are underpinned by the principles of quality assessments which ensure that assessments

- are integral to the learning process
- are aligned with the curriculum outcomes and achievement standards
- enable students to demonstrate their learning in a range of realistic contexts and tasks
- provide evidence that accurately represents a student's knowledge, understanding and skills

Assessment strategies and tasks in Years 7-10 aim to develop the skills and capacities students need to be successful for their VCE studies. A variety of assessments will be used as no single approach can assess all the content, skills, understandings, processes and attitudes in a given course. They may include observation, peer discussion, work sample, selected response, open-end task, performance, presentation and project. Assessment activities can generally be categorised into 5 types.

Assessment types in Years 7-10

	Assessment types and examples				
Types	**Student work**	**Research and investigation**	**Multimedia production (product)**	**Presentation or Practical activity (performance)**	**Written test**
Examples	Folio, Journal, Class work	Case study, Modelling or simulation task, Investigative task, Review, response and analysis of an issue or topic	Visual product, Multimedia product, Artwork, 3-D model	Scientific experiment, Aural, oral, visual, physical, musical, theatrical performance	Test on knowledge and skills, Semester exam

Assessment activities, progressive reporting and overall subject grade

Each subject in Years 7-10 will conduct at least 4 assessment activities covering at least 3 assessment types in a semester, with at least 2 assessment activities in a term. The assessment activities can have different weightings and at the end of a semester, an overall subject grade is calculated based on the scores and weightings of all assessment activities.

After an assessment is completed, assessed and cross-marked, students and parents receive prompt feedback including a grade based on the percentage scored in the assessment. This applies for all summative assessments and constitutes progressive reporting.

At the end of each semester, an overall subject grade for each subject is calculated and reported in the semester report. The overall subject grade is calculated by using the scores for all assessment activities in the semester and the weightings assigned to the assessments.

Students who missed assessments
Students studying VCE Units 1-4 subjects are required to produce a medical certificate when they are absent for a School-assessed Coursework (SAC), and a make-up SAC will be scheduled as soon as possible.

Students studying Years 7-11 subjects who missed an assessment due to absence from school will be required to sit a make-up assessment at the earliest opportunity upon their return to school, failing which they will be given 0 mark unless they have a School Approved Exemption (SAE).

Years 7-11 make-up assessments in the first instance will be organised and supervised by the subject teacher. If a suitable time for both subject teacher and student cannot be found, the make-up assessment will be scheduled for lunchtime to be supervised by a Head of Year. Should the student miss the scheduled lunchtime appointment with the Head of Year, the student will have to complete the make-up assessment during Homework Club on Tuesday or Thursday after school.

Students who achieved below 50% in assessments
The College's expectation is for students to achieve at least 50% in any assessment. When a student achieved below 50% in an assessment, the student will be given another opportunity to demonstrate their understanding of the required knowledge and skills in the form of a supplementary assessment. The following process will be followed:

- Parents are notified of the result and the area of concern, and informed that the student is given another opportunity in the form of a supplementary task to demonstrate a satisfactory level of understanding and skills.
- The student and parents are informed of the date, time, venue and format of the supplementary task.
- The original assessment grade will remain unchanged but a comment will be updated in TASS to reflect the performance of the supplementary task, including if the student did not complete the supplementary task.

REPORTING
Reporting is the process used to communicate knowledge gained from assessing student learning and development. The purpose of reporting is to provide relevant information about a student's progress to the student, parents, teachers and support staff.

Our learning ambitions extend beyond content knowledge and skills in the curriculum. We also want to emphasise, develop and reflect values, attitudes, attributes, and beliefs about learning – which collectively will be called learning dispositions. To provide a holistic view of student learning and development, academic results are complemented with student developmental levels in their learning dispositions.

Progressive Reporting
At the beginning of each term, parents and students will be able to see an outline of upcoming assessments including a short description of the knowledge, skills or outcomes to be tested. Students will be able to plan and prepare for upcoming assessments.

After an assessment is completed, assessed and cross-marked, students and parents will receive prompt feedback including a grade based on the percentage scored in the assessment and the areas for

improvement so that students can reflect on their learning and develop further. This applies for all summative assessments and constitutes progressive reporting.

Semester Reports
A report is issued at the end of each semester in addition to progressive reporting which happens throughout the year. The semester report provides a snapshot of the student's performance in their holistic development. It includes a summary of the student's academic results and learning dispositions, reports on individual subjects, participation in leadership and co-curricular activities, and pastoral comments. Assessment and reporting procedures are in line with the Federal Government National Safe Schools Framework (NSSF).

Parent–Teacher Interviews
Parent–Teacher Interviews are scheduled for all students in Semester 1 and Semester 2. Students are encouraged to be part of this interview process.

Contact at other times
In addition to the regular reporting structure, parents are encouraged to maintain close contact with teachers, especially if they have some cause for concern. Sometimes a student's situation is such that a formal Support Group is set up to review the student's progress and establish an individual learning plans and goals.

Academic results
The College reports student academic achievements against the achievement standards set out in the Victorian Curriculum. After an assessment is completed, assessed and cross-marked, students and parents receive prompt feedback including a grade based on the percentage scored in the assessment. A consistent grading system based on a range of percentage scores is used from Years 7-12.

Key: Assessment scores and grades

Percentages	0-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-89	90-100
Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+

Grade	Description
A+	Working significantly above the expected level of achievement
B+ to A	Working above the expected level of achievement
C to B	Working at the expected level of achievement
D to D+	Working towards the expected level of achievement
E+ and below	Working significantly below the expected level of achievement
UG	Ungraded
SAE	School-approved exemption (applies to absence from assessment with valid reasons approved by the College)

At the end of each semester, an overall subject grade for each subject is calculated and reported in the semester report. The overall subject grade is calculated by using the scores for all assessment activities in the semester and the weightings assigned to the assessments. For subjects with semester exams, the overall subject grade does not include the semester exam which is reported separately as an outcome on its own.

Learning dispositions

Learning dispositions are desirable attitudes and competencies that empower students to be better learners at school and in a changing world. Our learning dispositions are made up of a suite of 4 complex competencies – agency in learning, collaboration, communication and quality thinking. These competencies are drawn from the New Metrics for Success designed by the University of Melbourne. We value these competencies through purposeful teaching, accurate assessment of development and recognition of attainment of these competencies. At the end of each semester, a student's learning dispositions in each core subject are indicated by their achievement level in the four competencies, each on a progression from Level 1 to Level 5. The achievement levels for different subjects are then aggregated to form a summary of the learning dispositions for a student.

Key: Learning dispositions, competency descriptions and level statements

Competency	Level 1	Level 2	Level 3	Level 4	Level 5
Agency in learning Knowing what to learn, and how to learn and who and with to learn it from to attain expertise in an area of interest	**The directed learner** *Learners at this level use guidance from others to support participation in learning.*	**The diligent learner** *Learners at this level learn by interpreting and following instructions, looking for guidance on what they should learn and how they should learn it.*	**The self-regulated learner** *Learners at this level are skilled achievers who aspire to reach standards, making informed and deliberate decisions about their learning.*	**The extended learner** *Learners at this level are motivated to learn independently and from others, engaging with ideas and challenges to deepen their own understandings and competence.*	**The unbound learner** *Learners at this level apply themselves relentlessly to their learning and are creative producers of knowledge, seeking to deepen and expand what they know and can do in domains of interest.*
Collaboration Working with others to achieve a common goal	**The guided collaborator** *Learners at this level follow the guidance of others to contribute to group goals.*	**The engaged collaborator** *Learners at this level participate in activities to address common goals.*	**The responsible collaborator** *Learners at this level actively contribute to identifying, shaping and achieving common goals.*	**The orchestrating collaborator** *Learners at this level initiate and take responsibility for organising collaborative activities to achieve common goals.*	**The amplifying collaborator** *Learners at this level take responsibility for the outcomes of collaborative activities, harnessing the talents and diversity of the group.*

Communication Transmitting, receiving and interpreting information, ideas, arguments, feelings and beliefs to support the purposes of the individual or group	**The functional communicator** *Learners at this level are adept at expressing their needs and wants explicitly or implicitly, transmitting and receiving information, and participating in social interaction in their community.*	**The transactional communicator** *Learners at this level share information, converse easily in familiar contexts, and are aware of their audience.*	**The active communicator** *Learners at this level focus on interpreting and conveying meaning, checking their own and their audience's understandings, and adapting their choice of style and content as required.*	**The attuned communicator** *Learners at this level work effectively to build and share complex, nuanced meaning and achieve their communication purposes by generating impactful responses in their audiences.*	**The influential communicator** *Learners at this level are creative users of their communication skills, exploring and negotiating new ideas and meanings to influence others and inspire action.*
Quality thinking Thinking things through to achieve better outcomes for the individual or group	**The structured thinker** *Learners at this level apply routine learned processes to solve familiar problems, accepting obvious, straightforward solutions.*	**The inquisitive thinker** *Learners at this level are curious about ideas and representations of the world, using questions to get a clearer understanding and arrive at possible solutions.*	**The investigative thinker** *Learners at this level are interested in investigating how and why things work, posing questions and actively engaging in problem solving.*	**The analytical thinker** *Learners at this level develop explanations based on reasoning and evidence to understand, test, adapt and challenge ideas or representations.*	**The innovative thinker** *Learners at this level can engage deeply with a topic, using systematic processes, judgement, reasoning and creativity to understand and explore ideas and generate novel solutions.*

Work Completion and Homework Policy

Completion of Assessment Activities
The College requires students to complete all summative assessment activities in each of their subjects. Progressive reports provide feedback on assessed work during the semester. Teachers use various methods to follow up incomplete work with parents, including phone and email correspondence. Students will be required to complete work outside of timetabled classes, including lunchtime and after school detentions, as scheduled by the school.

Homework Policy
Regular homework is a necessary part of a student's holistic development. Students can hone discipline-specific skills and conceptual understanding through assigned tasks, assume responsibility for their learning, and develop as lifelong learners. Furthermore, the development of organisation, time-management, affective and reflection skills can equip them for VCE, tertiary study and future work. Homework tasks may include completing prescribed tasks, consolidating learning activities, test preparation, essay and project work, reviewing the day's lessons, and preparing for the next day's work. It may also include additional reading, research, studying, and organising one's study notes.

The role of the school is to:
- Craft tasks that efficiently enhances classroom learning experiences, challenge and extend each learner's thinking and conceptual understanding
- Ensure that all assigned homework tasks are acknowledged
- Communicate with parents if the quality or timeliness of submitted homework or assessment task is of concern
- Communicate task due dates
- Support students to use planning tools such as a Google classroom, Google calendar or a planning diary
- Explicitly model and develop organisation, time management, reflection and affective skills within Mechanech, subject classes and individual student counselling where necessary.

The role of the student is to:
- Ensure that instructions and assignments are clearly understood, and to ask for help from teachers where appropriate and in a timely manner
- Note details of homework and to complete all assigned tasks to the best of one's ability
- Practise the skills of organisation, time management, reflection and affective skills
- Liaise with teachers to determine which tasks have been missed when absent from school
- Maintain a workspace free from distractions.

The role of the parent is to:
- Maintain an ongoing dialogue with their child in relation to their learning
- Communication with the teacher as soon as concerns arise

Guidelines for weekly working time:
- 5-7 hours for Year 7-9
- 6-9 hours for Year 10
- 10+ hours for Year 11-12, not including timetabled study periods

Block Credit in the VCE

Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications that are not included in the suite of approved VCE VET programs and school-based apprenticeships and traineeships may be eligible for credit towards their VCE through block credit recognition.

Rules for the award of Block Credit towards the VCE

- **Certificate I** qualifications do not provide any credit into the VCE.
- **Certificate II** qualifications provide credit at VCE units 1 and 2 level only. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 1 and 2 up to a maximum of six VCE units.
- **Certificate III** qualifications provide credit at VCE units 1 to 4 levels. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.
- **Certificate IV and Diploma** qualifications that are pre-approved by the VCAA provide credit at VCE units 3 and 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: units 3, 4, 3 and 4 up to a maximum of four units.

Restrictions on similar study combinations remain. If a VCE subject and a VET subject have the same content, only one subject can be used in the ATAR. VTAC determines which subject combinations this applies to.

VCE and VCE VET results will take precedence over Block Credit results.

Should a student choose to complete a Block Credit VET course, and wishes to use this subject in the calculation of the ATAR, the Block Credit VET subject can only count if the student has completed fewer than six VCE or VCE VET subjects (not including the Block Credit VET subject). In the event that the student completes six VCE or VCE VET subjects, plus a Block Credit VET course, the Block Credit course will not contribute to the ATAR.

Distance Learning

If a student wishes to study a subject not offered by the College, it may be possible to enrol in that subject via distance learning with Virtual Schools Victoria or the Victorian School of Languages. As this is a self-directed option, students are advised to think very carefully before enrolling. They might be better served taking a different subject that the College does offer to maintain the conventional learning environment that the College provides. Anybody contemplating this option should see the VCE Coordinator.

Susie and Norman Rockman Library

Services and Programs

Aims

- To assist students to develop lifelong independent learning skills which will readily transfer to other learning environments.
- To nurture a love of literature and reading.
- To provide students and staff with the opportunity to access a range of resources to fulfil their educational and personal information needs.

Collections

Library resources are selected, in consultation with subject teachers, to support the curriculum of the secondary school as well as to provide some recreational material. To encourage informed decision-making, material is selected to present a variety of points of view.

Collections include:

- Digital resources – ClickView digital videos, reviewed websites, eBooks, PDF files, images, digital audio books, podcasts.
- Print resources – books, journals, newspapers, and an extensive fiction collection ranging from popular to classic, in a range of genres, to suit a variety of reading abilities.
- Online subscription databases – newspaper and journal articles, encyclopaedias, subject-based teaching and learning resources.

Facilities

Students have access to the library before and after school, at recess and lunchtime, as well as during class time. Facilities offered include:

- On-campus and remote access to information and resources at all campuses of the College through the automated library system.
- A variety of spaces for learning activities ranging from whole class tuition, research and reading to individual private study. Dedicated areas include a Seminar Room, a silent study room, a fiction reading area and small meeting rooms.
- ICT equipment, such as network PCs, scanners, printers, photocopiers and interactive smartboards are available to staff and students.

Curriculum Development and Resourcing

Teacher-Librarians are fully qualified teachers who work closely with all teachers to support all areas of teaching and learning in the College.

Information Literacy

The Teacher-Librarians play a leading role in the development of Information Literacy skills. Learning how to assess information and use it wisely is increasingly important. Students need to learn how to use the library and other media as well as to understand the research process (from finding and selecting information to judging it critically).

Information Literacy: Finding, interpreting, judging and creating information

- Access information to be informed and inform others.
- Make connections between various sources of information.
- Understand the benefits and limitations of sensory learning preferences when accessing, processing and recalling information..
- Present information in a variety of formats and platforms.
- Collect and analyse data to identify solutions and make informed decisions.
- Evaluation and select information sources and digital tools based on their appropriateness to specific tasks.
- Understand and use technology systems.
- Use critical-literacy skills to analyse and interpret media communications.
- Understand and implement intellectual property rights.
- Create references and citations,and construct a bibliography according to recognised conventions.
- Identify primary and secondary sources.

Teacher-Librarians provide timely tuition for classes as well as ongoing coaching for small groups and individual students.

Research tools and resources are produced and promoted across the curriculum for all year levels. These include Research Starter Packs, Information Literacy skills scaffolding and strategies, and online referencing tools.

Literature Programs

The library promotes a reading community that appreciates and loves literature through a range of activities and events including:

- The selection of quality young adult fiction and its organisation into accessible themes;
- The integration of literature units into the broader curriculum, such as historical fiction in Humanities, Jewish literature in Jewish Studies, picture books in Art, and Visual Literacy activities;
- Visiting authors, book talks and writers workshops;
- The development of recommended reading lists for each year level and specific interest areas;
- An extensive adult fiction collection which supports developing readers.

Library Displays and Exhibitions

- Student work, including projects, paintings, sculptures, models, posters.
- Special events and celebrations.

Core Subject Descriptions Year 10

English Year 10 (Core)
Faculty: English

Rationale
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

Aims
The English curriculum aims to ensure that students:
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue;
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning; and
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Structure
The English curriculum is organised by language modes and strands. Three interrelated language modes are Reading and Viewing, Writing, and Speaking and Listening. The three strands are Language, Literature, and Literacy.

Achievement Standards
Reading and Viewing
By the end of Level 10,
- Students evaluate how text structures can be used in innovative ways by different authors.
- Students explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Students develop and justify their own interpretations of texts.
- Students evaluate other interpretations, analysing the evidence used to support them.

Writing
- Students demonstrate how the selection of language features can achieve precision and stylistic effect.
- Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Students develop their own style by experimenting with language features, stylistic devices, text structures and images.
- Students create a wide range of texts to articulate complex ideas.

- Students demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

- Students listen for ways features within texts can be manipulated to achieve particular effects.
- Students demonstrate how the selection of language features can achieve precision and stylistic effect.
- Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Students develop their own style by experimenting with language features, stylistic devices, text structures and images.
- Students create a wide range of texts to articulate complex ideas.
- Students make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Hebrew Year 10 (Core)

Faculty: Hebrew

Hebrew is compulsory for all students in Year 10. Students elect to do VCE Units 1 & 2, or VET Certificate II in Applied Languages (Hebrew) or are in a support class with an individualised program.

Students who intend to complete Certificate II and III in Applied Languages (Hebrew) should consult the VET schedule at the back of this book.

Hebrew Year 10 (Core)

Certificate II in Applied Language (Hebrew)

11458NAT Certificate II in Applied Language

Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate II in Applied Language (Hebrew) will provide you with basic practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with post-beginner Hebrew Language Skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct simple everyday conversations, locate places of interest, and understand basic grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information on familiar and basic matters.

The Certificate will be awarded only on satisfactory completion of all program requirements.

Qualification Levels

A graduate of **Certificate II in Applied Language (Hebrew**) will be able to:

Demonstrate basic operational knowledge in a moderate range of areas through the application of basic communicative skills to meet immediate needs and handle brief exchanges.

Apply a defined range of skills to interact in a simple way with others.

Apply known solutions to a limited range of predictable problems through the selection of appropriate words, phrases and gestures, from a limited repertoire, when engaged in social functions in familiar contexts.

Perform a range of tasks where choice between a limited range of options is required through engaging in simple transactions such as shopping and banking.

Assess and record information from varied sources through the application of basic reading, writing, speaking and listening skills relevant to the situation.

Take limited responsibility for own outputs in work and learning through active participation and willingness to seek assistance and guidance as required to develop intercultural knowledge.

The Certificate II in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 and A2.

Units of Competency

- NAT10949001 Conduct basic oral communication for social purposes in a language other than English.
- NAT10949002 Conduct basic workplace oral communication in a language other than English.
- NAT10949003 Read and write basic documents for social purposes in a language other than English.
- NAT10949004 Read and write basic workplace documents in a language other than English.

Location/Duration of Course

Students are enrolled with Ripponlea Institute (RTO 21230). The Certificate II course takes place as part of the normal timetable, onsite at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course. The course duration is one year. There are no formal prerequisites for this course, but students should have a basic Year 9 level of Hebrew to enrol.

Credit in the VCE

Students who complete Certificate II in Applied Language (Hebrew) will be eligible for two units' credit towards their VCE Certificate.

ATAR Contribution

Students who complete the Certificate II can continue on to the Certificate III in Applied Languages which may contribute to the ATAR as a 10% increment, (10% of the student's lowest result of the primary four VCE subjects).

Please check the Victorian Curriculum Assessment Authority's website for further information.

http://www.vcaa.vic.edu.au - Select VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Duplication of Studies

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as 11074NAT Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

Hebrew 1/2
Faculty: Hebrew

Rationale
The areas of study for Hebrew comprise themes and topics, grammar, text types, vocabulary and kinds of writing. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 1
For this unit students are required to demonstrate achievement of four outcomes:
- Establish and maintain a spoken or written exchange related to personal areas of experience.
- Listen to, read and obtain information from written and spoken texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2
For this unit students are required to demonstrate achievement of four outcomes:
- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in written or spoken form.

Entry
There are no prerequisites for Units 1/2.

Methods of Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Physical Education Year 10 (Core)

Faculty: Health and Physical Education

Rationale

Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Aims

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Structure

The Physical Education curriculum focuses on the Movement and Physical Activity strand.

Achievement Standards

- Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.
- They examine the role physical activity has played historically in defining cultures and cultural identities.
- They explain the importance of cooperation, leadership and fair play across a range of movement contexts.
- They apply and transfer movement concepts and strategies to new and challenging movement situations.
- They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.
- They work collaboratively to design and apply solutions to movement challenges.

History Year 10 (Core)
Faculty: Humanities

The Humanities provide a framework for students to examine the human-related systems and processes that have shaped the world. Through the Humanities, students investigate people's interconnections with society, groups and other individuals and with built and natural environments. Humanities is composed of four three different areas of studies: namely History; Geography; Economics and Business; and Civics and Citizenship.

Rationale

- History:
    - Investigates the past to develop curiosity, imagination, and a fundamental understanding of the events, movements, and continuities that have shaped humanity.
- Geography:
    - Explores the world to build an understanding of diverse places, environments, and the intricate relationships between humans and their surroundings.
- Civics & Citizenship:
    - Empowers students to value diversity, community belonging, and the liberal democratic values necessary to sustain Australia's federal system of government.
- Economics and Business:
    - Provides foundational knowledge in economic, business, work, and financial literacy so students can lead successful, productive, and financially stable lives.

Aims

- History:
    - Cultivate a lifelong interest in how societies evolve and equip students with critical historical inquiry skills, including chronological sequencing and source analysis.
- Geography:
    - Develop the ability to think geographically and use spatial skills to foster a socially just, environmentally, and economically sustainable world.
- Civics & Citizenship:
    - Foster lifelong engagement in civic life, equipping students with the skills to investigate contemporary issues and evaluate democratic institutions locally and globally.
- Economics and Business:
    - Build an understanding of resource allocation, business environments, and global economic interdependence while developing strong reasoning and inquiry skills.

Structure

- History:
    - Organised into two strands: Historical Concepts and Skills and Historical Knowledge.
- Geography:
    - Organised into two strands: Geographical Concepts and Skills and Geographical Knowledge.
- Civics & Citizenship:
    - Organised into three strands: Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity.
- Economics and Business:
    - Organised into four strands: Economic Literacy, Business and Entrepreneurship, Work, and Consumer and Financial Literacy.

Achievement Standards

- History:
    - Evaluate the causes, effects, and significance of historical events and different interpretations of the past.
    - Construct and communicate well-referenced arguments using reliable, compared, and contrasted historical sources.
- Geography:
    - Analyse human-environment interactions over time, evaluate spatial distributions, and assess sustainability strategies.
    - Collect, process, and evaluate geographical data using geospatial technologies to infer relationships and make ethical predictions.
- Civics & Citizenship:
    - Evaluate Australia's government, Constitution, and international legal obligations, comparing them to other systems in the Asia-Pacific region.
    - Analyse contemporary civic, legal, and political issues using diverse perspectives to evaluate the effectiveness of democratic decision-making.
- Economics and Business:
    - Analyse the circular flow model, economic indicators, and government/RBA interventions (fiscal and monetary policy) within a global trade context.
    - Evaluate business competitiveness, human resource strategies, and consumer financial risks (including superannuation) using cost-benefit analyses.

Judaic Studies Year 10 (Core)

Faculty: Jewish Studies

Rationale

The Jewish Studies faculty is committed to engaging students, fostering a love of Judaism and creating a sense of belonging within the community for each student, with an emphasis on respect and care for others. The school's philosophy and practice is driven by the importance of developing a positive sense of Jewish identity with the vision to imbue within students a desire to further their Jewish learning. Learning is an overriding priority and students are encouraged to deepen their understanding and appreciation of the diversity, riches and complexities of Jewish history, traditions, core beliefs and practices. The approach to Jewish Studies is to empower students to be active members of the community. Jewish education must be both relevant and practical with a respect for past and present.

The Jewish Studies Faculty pursues high academic standards while taking into account individual student needs. Approaching traditional Jewish study in a modern way relies on using a wide range of resources and creating a wide variety of experiences to engage and extend students. The Jewish Studies curriculum is dynamic, up to date with technology and demonstrates best teaching practice.

Aims

The College's Mission Statement is to "provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enable each student to make an informed choice as to the meaning of their Jewish identity". The school's philosophy and practice reflect the belief of the Jewish tradition that learning is an overriding priority for a full Jewish life and is necessary for students to arrive at their own understanding of their Jewish identity in the modern world.

Structure

The curriculum is organised by four main disciplines of Jewish study: Tanach, Jewish History, Israel Studies and Toshba (Jewish Law). These subjects provide an excellent foundation for the VCE subject of Religion and Society.

Content

Tanach: Sefer Bereishit and Megillat Ester

- The importance of studying Tanach is in its unique place as the foundation text of our religion, history and culture. The Tanach component of the curriculum aims at immersing students in the timeless issues in specific books within the Tanach. Students learn about characters' behaviours, values and the ethics which have shaped Jewish life throughout the centuries and learn about themselves and their responsibilities as members of the community. Emphasis is placed on thinking critically about the text and exploring different interpretations through understanding classic mepharshim (Rabbinic commentaries). Through engaging with the text in a spirit of curiosity and questioning, students explore the richness and relevance of timeless messages in the Tanach.
- The texts studied in year 10 are Sefer Bereishit and Megillat Ester

Toshba: Bioethics

- Toshba is an acronym of the Hebrew words, "Torah she be'al Peh" which means the Oral Law. This term refers to the vast body of law and lore, which aims to apply the Written Law of the Bible to modern life. Toshba is concerned with the living tradition "Etz Chaim" /"*Tree of Life*" of Judaism. The Toshba component of the curriculum is intended to acquaint students with the great texts of the oral tradition, to develop their skills in reading and analysing Classical Jewish sources, and to enable students to distill values and principles from the texts to help develop their own perspective on important life issues. Extracts are taken from the oral tradition: Talmud, Midrash,

Codes of Jewish Law, Rambam's Mishneh Torah and Contemporary Responsa which form the basis of students' study of a range of bioethical dilemmas.

- Topics studied include: Jewish legal responses to modern dilemmas relating to bioethics, with specific reference to:
    - Euthanasia
    - Abortion
    - An independent inquiry into a bioethical issue of their choice.
    - Organ Donation and IVF with a panel of individuals from our community who are professionally and personally engaged in these issues.

Jewish History: Shoah Studies

- The Jewish History component of the curriculum aims to develop students' pride in their Jewish identity through studying the history of the Jewish people. It is intended to increase students' awareness and appreciation of the Jewish past and an understanding of Jewish life today. Students will be encouraged to develop; knowing and understanding, inquiry, communicating and critical thinking skills using primary and secondary sources. The analysis and interpretation of texts and events are central to the course.
- The Holocaust Studies (Shoah Studies) unit is broken into three intensive units of study which explore the chronological history of the Shoah in relation to the following three themes:
    - The social, economic and political factors that brought Hitler to power
    - Individuals and groups affecting change within, and in reaction to, Nazi society
    - The significance of memory.
- Students will read and study "Night" by Elie Wiesel.
- Students visit the Jewish Holocaust Centre, visit the Classic Cinema to study a Holocaust film and share a dialogue with survivors whose stories connect to the film.

Israel Studies: Preparation for Ulpan

- This unit is built upon preparing the students for their Ulpan experience at the end of the year. It is made up of interactive workshops to help build students' understand their own connection to Israel and to build sensitivity and openness to different perspectives and lenses in which one can learn about and experience Israel.
- It includes independent workshops on the relevance of the past in contemporary Israel focusing on:
    - Ancient connections to the land through Biblical texts and archeological evidence.
    - The relevance of early Zionist Dreams.
    - The significance of the Declaration of Independence and issues it raises for Israeli society today.
    - The IDF and the changing image of the Jew this century.
    - Changemakers in Israeli History.
    - Land and Peace

Mathematics Year 10 (Core)

Faculty: Mathematics

There are four Mathematics courses in Year 10. Each student takes one of these courses.

- Year 10 Accelerated Mathematics - This class studies VCE Mathematical Methods Units 1/2.
- Year 10A Mathematics (Pre-Methods) - This course is intended for students who intend to study VCE Mathematical Methods Units 1/2 in Year 11.
- Year 10 Mathematics (Pre-General Maths) - This course is intended for students who intend to study VCE General Mathematics Units 1/2 in Year 11.
- Foundation Mathematics Units 1/2 - This is intended for students who find mathematics challenging. The course provides students with the skills to use mathematics in practical contexts relating to everyday life, work and study

Mathematics Mainstream (Pre-General and Pre-Methods Maths)

Faculty: Mathematics

Rationale

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Aims

The Mathematics curriculum aims to ensure that students:
develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world

- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Structure

The curriculum is organised by the six strands of Number, Algebra, Measurement, Space, Statistics and Probability.

Achievement standards

Number

- Students recognise the effect of approximations of real numbers in repeated calculations.

Algebra

- Students use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically.
- Students make and test conjectures involving functions and relations using digital tools. Students substitute into formulas, find unknown values, manipulate linear and quadratic algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital tools.
- Students solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, algebraically and graphically, with and without the use of digital tools, and justify solutions.
- Students represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.
- Students can design and implement simple algorithms using pseudocode or other general purpose programming language.

Measurement

- Students solve measurement problems involving surface area and volume of composite objects.
- Students interpret and use logarithmic scales representing small or large quantities or change in applied contexts.
- Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles.
- Students identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving direct and inverse proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings.

Space

- Students use deductive reasoning, theorems and algorithms to solve spatial problems.
- Students interpret networks used to represent practical situations and describe connectedness.

Statistics

- Students compare univariate data sets by referring to summary statistics and the shape of their displays.
- They plan and conduct statistical investigations involving bivariate data, including where the independent variable is time.
- Students represent the distribution of data involving 2 variables, using tables and scatterplots, and comment on possible association.
- Students analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data, using various displays, and discuss distributions in terms of centre, spread, shape and outliers.

Probability

- Students apply conditional probability to solve problems involving compound events.
- Students design and conduct simulations involving conditional probability, using digital tools.

In Year 10 and 10A, the TI-Nspire CAS calculator is used.

VCE Foundation Mathematics Units 1/2 (Alternative to Year 10 & 10A Mathematics)
Faculty: Mathematics

Aims
The aims for VCE Foundation Mathematics Units 1/2 are to:
- Enable students entering VCE to continue to develop mathematical skills to support their other subjects, including VET studies; and
- Provide an alternative mathematics course for students who do not intend to undertake any other VCE Mathematics units.

Content
In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, work and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study for Foundation Mathematics are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.
In each unit students are required to demonstrate achievement in three outcomes. Students should be able to:
- Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts;
- Apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate the results; and
- Select and use technology to solve problems in practical contexts.

Entry Requirements
Foundation Mathematics is a VCE Unit 1/2 study especially designed for students who have great difficulty in mastering the more abstract aspects of Year 10 Mathematics. There are no prerequisites for entry but students should have completed Year 9 Mainstream Mathematics with sound number and calculator skills and the desire to succeed in the course.

Method of Assessment
Satisfactory completion for a unit is based on a decision that the student has demonstrated achievement in each outcome. Levels of achievement are reported internally on an 1 to 3 scale but these levels are not reported to VCAA.

Demonstration of Outcomes 1 and 2 is based on a selection from:
- Investigations and projects;
- Assignments, summaries or review notes; and
- Tests of mathematical skills developed from investigations.

Outcome 3 is demonstrated on the student's performance on a selection of tasks incorporating the use of technology.

VCE Mathematical Methods Units 1/2 (Accelerated Stream)

Faculty: Mathematics

Rationale

Mathematical Methods Units 1/2 build strongly on the foundation of Year 10A Mathematics and are designed as preparation for Mathematical Methods Units 3/4. Consequently these 3 years of Mathematics should be regarded as a continuum. Units 1/2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Content

Mathematical Methods Units 1/2 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Assumed knowledge and skills for Mathematical Methods Units 1/2 are contained in Year 10A Mathematics. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology is expected.

Satisfactory Completion

In each of Units 1 and 2, students are required to demonstrate achievement in three Outcomes. On the completion of each unit, the student should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures;
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics; and
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Methods of Assessment

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Demonstration of Outcomes 1 and 2 are based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 3 is based on a selection of: projects; short written responses; problem solving or modelling tasks.

Science Year 10 (Core)

Faculty: Science

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Aims

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Structure

Science comprises 3 interrelated strands:

- Science as a Human Endeavour
- Science Understanding
- Science Inquiry.

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science and its concepts, nature and uses through clearly described inquiry practices.

Achievement standards

- Students analyse how models and theories have developed over time and discuss the factors that prompted their review.
- They predict how future applications of science and technology may affect people's lives.
- They explain the concept of energy conservation and model energy transfer and transformation within systems.
- They analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter.
- They explain the role of DNA and genes in cell division and genetic inheritance.
- They apply geological timescales to elaborate their explanations of both natural selection and evolution.
- They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed.
- They compare the properties of a range of elements representative of the major groups and periods in the periodic table.
- They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion.
- They explain natural radioactivity in terms of atoms and energy change.
- They explain how different factors influence the rate of reactions.
- They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.
- They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.
- Students develop questions and hypotheses that can be investigated using a range of inquiry skills.
- They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data.
- They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data.
- They analyse trends in data, explain relationships between variables and identify sources of uncertainty.
- When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.
- Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

Semester 1

In Semester 1, students rotate through the three fundamental Sciences (Biological Science, Chemical Science andPhysical Science) in five week blocks.

Topic 1: Biology – Introduction Molecular Genetics and Gene Technology

- Review basic cell structure.
- Describe the role of chromosomes in cells.
- Describe the structure and function of DNA.
- Describe the causes and results of mutations.
- Consider basic applications of gene technology and its implications.

Topic 2: Chemistry - Atomic Structure, Ionic Bonds, Precipitation Reactions
- Review atomic structure
- Electron configuration
- Ionic compounds
- Introduction to types of reactions – focusing on precipitation reactions
- Balancing chemical equations

Topic 3: Physics - Motion
- Measuring Motion
- Newton's Laws of Motion
- Student investigation of the properties of moving objects

Semester 2

In semester 2, students choose two of the three Sciences available, studying each for 7 weeks. The blocks are:

Biology: Evolution

- The theory of evolution by natural selection
- The processes of variation
- Isolation and adaptation

Past and present biodiversity **Chemistry: Rates of Chemical Reactions**
- Use Collision Theory to explain differences in rates of chemical reactions.
- Discuss the factors affecting the rate of a chemical reaction including temperature, surface area, concentration of solutions and presence of a catalyst.
- Design an investigation to examine the rates of a chemical reaction.

Physics: Electromagnetism and sustainable energy production
- Electromagnetic interactions and applications.
- Define and examine the main types of non-renewable resources.
- Investigate renewable resources and detail the advantages and disadvantages of these resources.

Sport — Year 10 (Core)

Faculty: Sport

Aims

- Challenge the student body through physical individual and team activities.
- Provide a program designed to cater for the students' physical needs.
- Develop social and communication skills.
- Provide students with an organised program that will give them a worthwhile and structured alternative to their academic studies.
- Provide a program that will positively impact upon the student's health and wellbeing and therefore directly improve their ability to concentrate while studying.
- Experience the inherent beliefs of being a member of a team.
- Experience the responsibilities associated with being a member of a team.
- Present students with the opportunity to represent their school.
- Develop camaraderie between students and schools within the Eastern Independent Schools of Melbourne (EISM) sporting association.

Content

EISM sports available to students for Terms 1 – 3:

• Athletics • Badminton (Boys and Girls) • Basketball (Boys and Girls) • Cricket (Boys and Girls) • Cross-Country • Football (Boys and Girls) • Hockey (Boys and Girls) • Indoor Soccer (Boys) • Netball (Girls)	• Soccer (Boys and Girls) • Softball (Boys and Girls) • Swimming • Table Tennis (Boys and Girls) • Tennis (Boys and Girls) • Touch Rugby (Girls) • Volleyball (Boys and Girls)

Alternate activities available to students who are not selected in EISM teams:

• Competitive Activities & Team Round Robins • Aquanation Gym Program • Indoor Rock Climbing • Lawn Bowls	• Swimming • Weights room • Indoor Soccer • Beach Volleyball • Obstacle Course Challenges

Structure of Program

Students are involved in two compulsory periods of Sport each week. At the start of each term they are expected to "try out" for one of the multiple EISM sports on offer. Those students who do not make the training squads for each sport are then given the opportunity to choose one of the alternatives available.

Electives

Software Development Year 10 (Elective)

Faculty: Design and Technology

Rationale

Software development is the ultimate toolkit for problem-solvers. In this elective, you will step behind the screen to master the coding logic, algorithm design, and structured problem-solving that drive modern software engineering. You will decompose real-world problems, determine functional requirements, design user interfaces (UI/UX), and explore the cybersecurity threats that target digital systems. Featuring practical, hands-on development using industry-standard, object-oriented programming languages (Python or C#), you will choose to build interactive content like game development in Unity or web design (HTML/CSS). You will learn dynamically by designing, flow-charting, testing, and debugging your own working digital solutions. This elective provides an ideal head start for VCE Applied Computing Units 1 & 2 by utilising project management tools to plan iterative projects and build advanced computational thinking.

Key Knowledge

- Core object-oriented programming syntax
- User experience (UI/UX) design criteria
- The Software Development Life Cycle (SDLC)
- Network data security and threat modelling
- Document layout structure (markup/styling).

Key Skills

- Decomposing problems into functional requirements
- Designing and validating algorithms using flowcharts or pseudocode
- Implementing modular code and debugging errors
- Testing solutions against design criteria
- Using project management tools.

Course

- **Programming Logic & Object-Oriented Syntax:** Decomposing problems and mastering core algorithms, flowcharts, and pseudocode using modular Python or C#.
- **Interactive Systems (Game Dev or Web Dev):** Prototyping user experiences (UI/UX) and using advanced tools to create interactive systems in Unity or web documents (markup/styling).
- **Digital Frontiers:** Security & Management: Investigating how systems secure network data, creating cyber threat models, and using project management tools to track iterative project risks.

Assessment

- **Practical Project (Unity or Web Build):** A two-part iterative project following a design brief to prototype, program, and debug a user-centered solution.
- **Research Project (AI or Cybersecurity):** An investigation report modeling network vulnerabilities, system security threats, or emerging digital tool capabilities.
- **Digital Project Folio:** A project management portfolio showcasing algorithm designs (flowcharts/pseudocode), code documentation, testing tables, and critical self-evaluations.
- **Written Test:** A written assessment covering core programming logic, data structures, and algorithmic code analysis.

Visual Communication Design Year 10 (Elective)
Faculty: Design and Technology

Rationale
Visual Communication Design conveys ideas and information to an audience through visual language. In Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Visual Communication Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

In Visual Communication Design students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

Aims
It aims to develop students':
- confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices;
- creative and innovative ways to communicate ideas and information;
- aesthetic knowledge, including the application of design elements and principles, as they explore visual communications;
- visual communication design practices, processes and technologies;
- creative, critical and reflective thinking, using visual design thinking skills; and
- respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

Structure
The curriculum is structured around four strands each of which involves making and responding.
- **Explore and Represent Ideas -** Exploring and experimenting with ideas and representations in Visual Communication Designs for different audiences and purposes.
- **Visual Communication Design Practices -** Developing and refining understanding, skills, techniques, technologies and processes in Visual Communication Design.
- **Present and Perform -** Developing and refining Visual Communication Designs for different audiences and purposes. Considering the relationship between designer's intentions, audience characteristics and needs.
- **Respond and Interpret -** Analysing and evaluating Visual Communication Designs for different audiences and purposes in different contexts.

Achievement standards
By the end of Level 10
- Students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information.
- Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs.
- They evaluate, reflect on, refine and justify their decisions and aesthetic choices.
- Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields.

- They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

Content taught in this course

- Designing a home or space for a client
- Learn how to create a floor plan, perspective and elevation drawings based on the VCE architectural conventions
- Draw interior perspective drawings and create Interior Design mood boards to provide advice on soft and hard finishes.

Language Unlocked: The Science of Human Connection **Year 10 (Elective)**
Faculty: English

Rationale
Language is the greatest human power. Every time you speak, write, or text, you are actively communicating ideas, attitudes, and beliefs. Linguistics is the science of language, and having the power of linguistics behind you is the first step to understanding society and identity. In this elective, you will go beyond the reading you have done before, unlocking the secrets of English, unraveling its history, and discovering how our world is made of language.

This elective is an ideal way to prepare for VCE English and VCE Literature, while offering an introduction to VCE English Language. You will also refine your communication skills across the curriculum.

This course features short-form texts, such as advertisements, letters, and song lyrics to provide examples of language use and offer you opportunities to develop your skills in analysis and communication. You will be required to purchase an artist's journal to gather together course materials and your learning reflections.

Key Knowledge
- Appreciation of the historical, social, and cultural role of language in society.
- Understanding of the structures and features of English language.
- Investigation of language acquisition and how language changes over time.
- Exploration of different forms of communication.
- Development of an awareness of the critical, intentional, and creative use of language.
- Development of skilled, effective styles and forms of communication.

Key Skills
- Identifying key linguistics concepts.
- Using the subsystems of language.
- Using precise metalanguage to identify and describe language use.
- Reporting on personal language use.
- Developing effective written and spoken explanations of language use.
- Using linguistic knowledge to develop creative responses.

Course
- How and why we communicate
- The subsystems of language
- Language acquisition and change
- The history and future of the English language

Assessment
- Class journal work
- Oral presentation on communication
- Investigative report on language acquisition and change
- Creative response

The Literacy Lens: Exploring the World of Literature Year 10 (Elective)
Faculty: English

Rationale
Step into the tortured mind of Dr Frankenstein …. Ponder what it means to be human … Experience an unsettling moment in a quiet suburban home… Discover the ancient history hidden in a neon-lit city …

In this elective, you will learn how storytellers create new realities. From Mary Shelley's sci-fi masterpiece, *Frankenstein* and its cyberpunk reinvention in Ridley Scott's classic film *Blade Runner* to the sharp, gritty short stories and poems of Australian writers Cate Kennedy and Samuel Wagan Watson, this elective will unlock the doors of new worlds for you as a reader and a writer.

As a class, we will dissect texts, debate ideas, look through different critical lenses, and create new stories. You will sharpen your higher-order thinking and amplify your unique, creative voice. This course is an ideal way to extend and improve your abilities as a reader and writer in preparation for VCE English and it will prepare you to undertake Unit 1 / 2 Literature.

Key Knowledge
- Appreciation of the historical, social, and cultural context of literary works.
- Understanding of the structural features, language, and narrative conventions of different text types.
- Exploration of different theoretical lenses.
- Understanding of how the meaning of a text can be altered when it is adapted or transformed into a different form.
- Development of an awareness of the critical, intentional, and creative use of language.

Key Skills
- Identifying underlying assumptions, beliefs, and attitudes explored by authors and their works.
- Using precise and accurate evidence and metalanguage to identify and describe how language is used to create meaning.
- Development of effective annotation skills and close analysis techniques.
- Applying critical perspectives to texts.
- Articulating interpretations of literary works through oral presentation and analytical writing.
- Creating original pieces of writing.

Course
- Samuel Wagan Watson: poetry analysis and writing
- Cate Kennedy: the 'anatomy' of the short story
- *Frankenstein*: reading a classic novel through different literary lenses
- *Blade Runner*: film study and exploring literary adaptation

Assessment
- Class journal work
- Creative responses: poetry and short stories
- Oral presentation on a literary lens
- Comparative essay

Year 10 Literacy Skills

Rationale

Literacy Support will be offered to those students who have significant difficulties acquiring English skills. These selected students will attend regular English classes with their Year 10 group, as well as an additional five literacy lessons per fortnight. Literacy Skills classes will take place during an elective time, however students are also able to participate in another elective of choice. The students will continue to learn Hebrew.
The Literacy Skills elective provides students with an opportunity to review, practise, consolidate and improve their written, comprehension, thinking, grammar and punctuation skills.

Aims

- Learn the skills of writing, reading, speaking and listening for effective communication and develop the skills associated with writing in different styles and for various purposes.
- Develop strategies to interpret and analyse different texts.
- Explore techniques for constructing a written analysis of an argument and present a reasoned point of view.
- Improve reading comprehension skills and develop higher order thinking skills.
- Develop a wider vocabulary.
- Provide more time to explore the class texts being studied in regular English class.
- Revise and practice English grammar and punctuation.
- Develop positive listening and oral skills.

Structure

The English curriculum is organised by language modes and strands.

Content

- Having the background knowledge needed to understand texts
- Developing a deeper understanding of writing conventions
- Being able to work out the meanings of a text by inferring, questioning and summarising
- Linking language and developing academic language
- Expanding vocabulary and parts of speech
- Structuring an analytical writing piece
- Understanding the conventions of descriptive writing
- Developing editing and proofreading skills.

Exercise Physiology (Semester 1) Year 10 (Elective)
Faculty: Health and Physical Education

Rationale
Exercise Physiology introduces students to the science of how the body responds and adapts to exercise. Students will learn about the three energy systems, acute physiological responses, and long-term (chronic) adaptations to different types of training. Practical activities and case studies help apply theory to real-world sport and fitness contexts. The elective builds a strong foundation for further study in VCE Physical Education.

Aims
- To develop confidence and knowledge of VCE Physical education topics.
- Provide students an ongoing appreciation of human movement including an understanding of key cardio respiratory responses and adaptations the body experiences as a result of actiivty.
- Develop an understanding and ability to apply conceptual knowledge in a manner which would maximise an individual's sporting performance.
- Apply biomechanical principles such as force to everyday sporting activities.

Structure
- Term 1 - Energy/nutrition for physical activity
- Term 2 - Acute responses to exercise, and chronic adaptations to regular exercise. Biomechanics (Forces)

Achievement standards
On completion of this elective students should be able to:
- Explain the three energy systems (ATP-PC, anaerobic glycolysis, and aerobic) and their contribution to different types of physical activity.
- Describe acute physiological responses to exercise, including changes in the cardiovascular, respiratory, and muscular systems.
- Identify and explain chronic adaptations that occur in the body as a result of long-term aerobic and anaerobic training.
- Analyse the roles of carbohydrates, proteins and fats in supporting athletic performance, recovery, and general health.
- Interpret and evaluate data from case studies and participation in practicals to support conclusions about the body's responses and adaptations to exercise.
- Use biomechanical terminology and diagrams to break down and evaluate human movement in practical or video-based scenarios.

Assessment
Assessment will be conducted following a similar format to VCE Physical Education to prepare students planning to undertake the course at VCE level.
- Energy systems video assessment
- Practical skill assessment
- Written reports
- Case study analysis.

Step up to Health and Human Development (Semester 1) Year 10 (Elective)
Faculty: Health and Physical Education

Rationale
Step up to Health and Human Development provides students with a broad understanding of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families and communities in Australia. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing through a lens of social equity and justice.
Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Aims
This study enables students to:
- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- provide a sound basis for future study in Health and Human Development.

Structure
- Health and wellbeing perspectives and influences
- The measurement of health status
- Health and nutrition
- Aboriginal and Torres Strait Islander Peoples' knowledge, culture and perspectives on health and wellbeing
- Youth health and wellbeing

Global Health and Human Development (Semester 2) Year 10 (Elective)

Faculty: Health and Physical Education

Rationale

Global Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Aims

This study enables students to:

- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it, and make comparisons to other countries
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- provide a sound basis for future study in Health and Human Development.

Structure

- Developmental transitions, with a particular focus on children in a global context
- Health and nutrition with an emphasis on lifespan demands
- Health care in Australia
- Social, economic and environmental characteristics of countries and how they influence the health outcomes of their citizens.
- Introduction to the Sustainable Development Goals

Peak Performance (Semester 2) Year 10 (Elective)
Faculty: Health and Physical Education

Rationale
Peak Performance equips students with the knowledge and skills to design and evaluate effective training programs. Students will explore key training principles, methods, and how they apply to achieving specific fitness or performance goals. Through practical and theoretical learning, students will develop and refine personalised or sport-specific training plans. This elective builds a strong foundation for further study in VCE Physical Education.

Aims
- Provide students an appreciation of the theory associated with human movement.
- Participate in a range of fitness tests to enhance students' understanding of fitness, and the important role it has in enabling them to maximise their potential.
- Develop and participate in a training programme to highlight the importance of regular training for optimal performance.
- Meet the needs of students going on to VCE Physical Education by providing a sound basis for future studies in Physical Education.

Structure
- Term 3 - Fitness components and fitness testing
- Term 4 - Training principles, training methods, training programmes. Biomechanics (projectile motion and levers)

Achievement standards
On completion of this elective students should be able to:
- Describe and explain key training principles and various training methods
- Apply knowledge of training principles and methods to design structured, specific training programs.
- Demonstrate practical skills by participating in and evaluating training sessions, showing an understanding of how intensity, frequency, and duration influence outcomes.
- Analyse and reflect on the effectiveness of training programs using performance data, identifying areas for improvement and adjusting plans accordingly.
- Communicate understanding of training concepts using appropriate VCE terminology in written, oral, or digital formats.
- Use biomechanical terminology and diagrams to break down and evaluate human movement in practical or video-based scenarios.

Assessment
Assessment will be conducted following a similar format to VCE Physical Education to prepare students planning to undertake the course at VCE level. assessment of:
- Written assessment - 10 session training program for an athlete.
- Practical assessment - Participating in the training program.
- Reflecting on training program test results.

Outdoor and Environmental Education (Year 10 Elective)

Faculty: Health and Physical Education

Please Note: Year 10 2026 Outdoor Education elective incurs a levy of $520.00. The levy is to pay for all excursion and camp activities, including transport, instructors and campsite fees. However, please also be aware that, for the end of semester camp, there will be some expenses incurred by participants for food, clothing and equipment hire.

Rationale

This elective subject is based around the ways humans interact with and relate to outdoor environments.

The subject examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this subject are: a range of guided activities in areas such as farms, mining/ logging sites, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, whitewater kayaking, conservation and restoration activities, and participation in community projects.

Aims

To provide students with:

- Knowledge of sustainability;
- History of different environments ie Great Barrier Reef;
- Knowledge of what environmental issues Australia is currently facing;
- Knowledge of the ongoing environmental effects of modern society ie: logging, oil drilling, fracking, electricity, food production, clothing, electronics, single use plastic;
- Understanding of initiatives to protect the environment and educate the public of ways in which they can positively contribute ie: watch war on waste, take 3 fore the sea, seas shephard etc;
- Identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner;
- Understand the implications of increasing awareness of sustainable environmental relationships; and
- Critically analyse interactions with outdoor environments in shaping Australian cultural practices.

Structure

Term 3 will be based around preparation for a 4 day hiking trip. Where Term 4 will be structured around the learning of making our lives more sustainable.

Achievement standard

On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Assessment

Assessment will be conducted following a similar format to VCE Outdoor Education.

- Preparation/planning documented assessments
- Practical observations throughout practical day trips and classes
- Research and promotion assessment

Introduction to Legal and Economics Year 10 (Elective)

Faculty: Humanities

Rationale

This elective provides students with an introduction to VCE Economics and Legal Studies. The course provides the students with stimulating exercises and experiences that will enable them to be better informed citizens in everyday life. It will also provide students with the essential skills to take them up to VCE Units 3/4, if they choose to do this in Year 11 or 12.

Aims

To encourage and enable students:

- To understand the basic economic decisions a country makes about their resources.
- To understand the basis for these decisions and their impact, it is necessary to have an understanding of basic economic principles and concepts.
- To develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.
- To develop an understanding of the role of government in the economy.
- Understand the need for laws within our community.
- To understand the basic structure of our political and legal system in Australia and one other country in Asia.
- Develop an analytical approach to legal problem solving.
- To meet the needs of students going on to VCE Legal Studies and/or Economics by providing a sound basis for future study in Legal Studies and/or Economics.

Content

- Introduction to Law
- Parliament Structure
- Criminal Law and Civil Law
- Changing a law
- Comparison of Australia's political system to one other country
- Introduction to Economics
- Needs and Wants
- Relative Scarcity
- Opportunity Cost

Enrichment

- Curriculum related excursion to the Victorian Parliament and the Magistrates' Court

Philosophy, Ethics, Power & Reality Year 10 (Elective)
Faculty: Humanities

Rationale
Year 10 Philosophy is designed as an introduction to the thought processes and methods of philosophical inquiry. Philosophy is broadly concerned with questions of ethics, knowledge and the construction of reality. From exploring various interpretations of meaning to investigating moral systems for living, this subject will help students build a foundation of critical thought essential for the 21st century.

This elective provides students with experiences that will lay the foundation for VCE Philosophy Units 1 and 2, and develops some of the Key Analytical Skills required in VCE Philosophy Units 3 and 4.

Aims
- understand the nature of western philosophy and its methods;
- identify and articulate philosophical questions;
- understand and analyse significant philosophical ideas, viewpoints and arguments in their historical contexts;
- explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic;
- understand relationships between responses to philosophical questions and contemporary issues; and
- cultivate open-mindedness, reflecting critically on their thinking and that of others, and exploring alternative approaches to philosophical questions.

Content
- **Introduction to Philosophy -** Introduction to basic philosophical skills of argument and reasoning and then allows for the application of these skills in a community of inquiry.
- **Ethics** - students will examine philosophical thinking on ethics and consider what is meant by living a good life.
- **Political Philosophy** - a philosophical study of government that explores political philosophies and issues like the enforcement of laws, rights, liberty and concepts of justice.
- **Metaphysics -** students will explore theories of perception, question the reliability of the senses and relate reality to time and consciousness.

The World of Business Year 10 (Elective)
Faculty: Humanities

Rationale
This elective adopts a predominantly hands-on approach in having the students individually develop and produce a product or service for sale. During the course of the semester, students will be actively involved in making decisions and implementing processes to produce, market and evaluate the success of their product or service. The course lays the foundation for VCE Unit 1/2 Business Management and is a valuable introduction to Units 3/4 Business Management.

Aims
To encourage and enable students to:
- Examine the viability of a small business idea.
- Research and become familiar with a small business product or service.
- Produce a product or service to offer for sale to a target audience.
- Develop a marketing plan.
- Meet the needs of students going on to VCE Business Management by providing a sound basis for future studies.

Content
The students will run their own business by:
- Developing their own business idea.
- Researching the business idea.
- Producing a product or service for sale.
- Marketing the product or service.
- Evaluating the success of their own business.

Enrichment
- Direct contact with business people

Holocaust Studies Year 10 (Elective)
Faculty: Jewish Studies

Rationale
The Year 10 Holocaust Studies elective is able to supplement and extend students' knowledge and engagement with the Shoah beyond the content in the Holocaust component of the core Judaic Studies curriculum. It also allows them to broaden and deepen their own relationship with the lessons, legacy and memory of the Shoah. This is all in order to ensure that we remember and internalise the critical lessons of the Shoah, as human beings and as Jews.

Aims
The subject aims to provide students with an extensive and in-depth knowledge of the Shoah and to deepen students' understanding of the complexities of issues relating to the Shoah and how it is remembered. The subject encourages interest in listening to the testimonies of survivors. It also enables students to critically analyse media that deals with the Shoah. Students will be encouraged to attend Holocaust commemorations in the wider Jewish community and explore the many resources available in our community. The subject aims to deepen students' understanding of how this event affects our community today.

Structure
This elective adopts an interactive approach to learning the history of the Holocaust from the perspective of films, novels, newspapers, documentaries and survivor testimonies. This elective complements Holocaust Studies which is taught as a core unit of Year 10 Judaic Studies. No prior knowledge is required.

Content
The Holocaust Studies elective explores the psychological elements of authority, uniformity and unbridled nationalism which allowed the Holocaust to take place. These themes are explored in the film The Wave, through the analysis of various psychological experiments, including the Stanley Milgram, Asch and Stanford Prison experiments, and through learning about Christopher Browning's historical work 'Ordinary Men'.

Students also consider the pursuit of justice after Shoah, including an analysis of the Nuremberg trials, the Eichmann trial and, later on, Deborah Lipstadt's trial against Holocaust denier David Irving. Abba Kovner and the 'Nakam' group's attempt at vengeance immediately after the war is also explored, as well as the question of forgiveness as raised in Simon Weisenthal's 'The Sunflower'.

Other learning opportunities include:
- exploring the often contentious attitudes towards European Jewry and Holocaust survivors in the Yishuv and the early days of the State of Israel;
- the representations of the Shoah in contemporary culture, including film, TV shows and social media;
- the teachings and legacy of Elie Weisel; and
- the challenges and ethics presented of comparative genocide studies, with a specific exploration of the Rwandan genocide.

Throughout the course, a number of films and documentaries are analysed, including "Who Will Write our History" which tells the story of the resistance efforts of Emanuel Ringelblum and the 'Oneg Shabbat' underground archive project in the Warsaw Ghetto, and "Numbered", a documentary exploring the attitudes of Holocaust survivors towards the tattoos they received in Auschwitz.

Master Talmud Year 10 (Elective)
Faculty: Jewish Studies

Rationale
The Talmud elective provides students with a knowledge base to understand the concepts, values and methodology found in the Talmudic debates. It gives students an extra opportunity to further develop fluency with classical Jewish texts and to develop to a high degree their analytical and critical thinking skills. The elective encourages students to develop a sense of interest in, connection to and relevance of rabbinic texts.

Aim
To introduce students to the stimulating, compelling and sometimes zany world of the Talmud.

Structure
The course is based on selected Mishnayot from all different Masechtot, as well as other texts that expand the discussion and enrich the understanding of the text.
The course is built around the following skills:
- Recognising a page of Talmud;
- Identifying the salient characteristics of the page;
- Acquiring the language skills needed for independent study;
- Appreciating the range of subjects, and important concepts, that the Talmud deals with;
- Understanding selected passages (sugiyot) of Talmud; and
- Having a sense of the unique structure and style of the Talmudic process.

Content
- This course will work on two parallel tracks at once – the technical and the conceptual. We will spend time learning the textual skills needed to unlock the Talmud text itself, thereby helping students lay the foundation for independent Talmud study.
- In addition, we will explore core Talmudic passages that are extremely important, and sometimes quite startling, in understanding how Rabbinic Judaism understands the place of humanity.

This elective will provide an excellent introduction for students planning to undertake studies in either Texts and Traditions or Religion and Society for VCE.

Drama Year 10 (Elective)

Faculty: Performing Arts

Rationale

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Aims

The Drama curriculum aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Structure

The Drama curriculum is structured around four interdependent strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Drama Practices, Present and Perform, and Respond and Interpret.

Content

- Exploring genres of Theatre
- Learning of the Stages of Production
- Planning for Performance
- Developing for Performance
- Presenting work based on prescribed scripts
- Learning to plan and present with respect to two Production roles including: Acting, Directing, Set, Costume, Sound, Lighting, Properties and Makeup

Achievement standards

By the end of Level 10, students:

- Develop and sustain different roles and characters to realise dramatic intentions and engage audiences.
- They perform devised and scripted drama in different forms, styles and performance spaces.
- They plan, direct, produce, rehearse and refine performances.
- They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft.
- They use performance and expressive skills to convey dramatic action and meaning.
- Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.
- They use experiences of drama practices from different cultures, places and times to evaluate drama.

Music Performance — Year 10 (Elective)

Faculty: Performing Arts

Rationale

Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

Aims

The Music curriculum aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians;
- skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions; and
- understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

Structure

The Music curriculum is structured around four interdependent strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Music Practices, Present and Perform, and Respond and Interpret.

Content

- Composition
- Group and Solo Performance
- Musicianship - Aural and Theory

Achievement Standards

By the end of Level 10, students:

- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.
- They demonstrate a developing personal voice and technical control, expression and stylistic understanding.
- They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.
- Students aurally and visually analyse works and performances of different styles.
- They evaluate the use of elements of music and defining characteristics from different musical styles.

They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Biotechnology and Society Year 10 (Elective)
Faculty: Science

Rationale
In this unit a number of practical and research investigations will be conducted in different disciplines within the scientific field such as investigating classic biotechnologies by making wine, beer and more. Another major discipline investigated in this course is genetic engineering, genetic testing and gene therapy.

Aims
- To understand that living cells and cellular materials are used to create pharmaceutical, diagnostic, agricultural, environmental, and other products to benefit society.
- To create improved varieties of plants and animals through genetic engineering and plant breeding.
- To investigate the importance of genetic testing and gene therapy.
- Investigate stem cells and its impact on modern medicine

Structure
The curriculum for this elective will be aligned with the Science curriculum which has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Achievement standards
- Demonstrate an understanding of the basis of genetic engineering.
- Appreciate the revolution caused by Biotechnology in the field of Agriculture.
- Understand the significance of biofertilizers.
- Use of Biotechnology to protect the environment.

Enrichment
- Excursions to Carlton United Brewery and Gene Technology Centre.
- Guest speaker on Stem Cell research.
- Incursion ‘Kosher Wine’ specialist.
- Tutorials for different learning abilities.

Earth Sciences: The Origin of Everything! Year 10 (Elective)
Humans Interacting with Natural Environments
Faculty : Science

Rationale
How did we get from a silent, infinitely dense point of energy to a dynamic, blue-and-green planet capable of pondering its own existence? This course bridges astrophysics, planetary science, chemistry, and geology to tell the ultimate backstory. We will explore the deep-time history of the universe, the violent birth of our solar system, the cooking of elements inside stars, and the series of geologic miracles that allowed life to flourish on Earth.

Key Knowledge
By the end of this epic journey, students will be able to explain the:
- Cosmic Origins: How the universe began with the Big Bang, and how stars acted as "element factories".
- The Moon's Backstory: The Giant Impact Hypothesis and how a rogue planet collision accidentally gave us our Moon and stabilized Earth's spin.
- Atmosphere & Ocean Evolution: How Earth got its water (comets and volcanic outgassing) and how the atmosphere shifted from toxic green to oxygen-rich blue.
- The Tectonic Engine: How internal heat drives plate tectonics, causing continents to move, oceans to open, and mountains to smash upward.
- Deep Time & Earth Systems: The vast scale of geologic time (millions vs. billions of years) and how spheres interact—how changes in geology (rocks) directly trigger changes in biology (life) and climate.

Key Skills
When a student completes this course, they should be able to:
- Analyse interconnections
- Understand time stamps
- Evaluate human impacts on natural resources
- Analyse data to predict natural disasters

Assessment
- Class Journal
- Research tasks
- Oral and digital presentations

STEM:Prototype & Fabricate Year 10 (Elective)

Faculty : Science

Rationale

STEM is important for students in their everyday lives in our contemporary world, with the rise of new technologies in biomedicine, microfabrication, robotics, and artificial intelligence. The ability to understand and apply data, and to develop solutions to complex problems, will be important life skills. The STEM strand is designed to nurture senior high school students' curiosity, problem-solving abilities, and communication skills. With the STEM strand, students will have developed a keener sense of creativity and ingenuity, which is essential in coming up with new ideas and innovations.

Key Knowledge

- Understanding of the physical concepts of how forces affect materials, as well as their overall effect on structures.
- Understanding of electrical concepts, how to build and control a circuit to serve a desired function.

Key Skills

- Introduce students to the engineering process - the double diamond design model, seeking to create solutions that are iterative, planned, and considered.

Course

Forces, Structures, and Materials - This unit would explore the various principles behind materials and the forces they experience. Choices behind materials and how they are applied in various contexts would be discussed and analysed experimentally and theoretically. The concepts of forces, stress, strain, pressure, area, volume, and Hooke's law would be discussed and developed before a final assessment at the end of the term.

Electricity, Circuitry & Computers - This unit would explore the concepts of electricity in circuits and how electrical power is distributed in simple and complex circuits. Students would learn how to build, solder, test, refine, and improve the function of basic circuits using simple electrical components, wiring, logic gate operators, transistors, rheostats, and various input and output components.

Assessment

- Logbook/Folio of Structure design task
- Final Structural product
- Logbook/Folio of Electrical design task
- Final Electrical Product

Forensic and Social Psychology (Semester 1) Year 10 (Elective)
Faculty: Science

Rationale
The Year 10 Psychology electives provide opportunities for students to develop an understanding of important psychological concepts and processes, the practices used to develop scientific knowledge, the contribution of psychology to our society, and its applications in our lives.

This elective provides students with experiences that will lay the foundation for VCE Psychology Units 1 and 2, and develops some of the Key Science Skills required in VCE Psychology Units 3 and 4. Students may take one or both of the Year 10 Psychology electives.

Aims
- Introduce students to the basic concept of Psychology and how it differs from other mental health studies.
- Recognise and appreciate the scientific nature of Psychology.
- Develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- Provide students with the opportunity to study Psychology using a range of learning styles.

Structure
The Psychology elective has two interrelated strands: Science Understanding (Science as a human endeavour) and Science Inquiry Skills.

Content
- Introduction to Psychology
- Comparison of Psychology and Psychiatry
- Various fields of Psychology (including counselling, clinical, educational, forensic, sports, organisational and community psychology)
- Scientific nature of Psychology
- Social Psychology and/or Forensic Psychology

Sport and Clinical Psychology (Semester 2) Year 10 (Elective)
Faculty: Science

Rationale
The Year 10 Psychology electives provide opportunities for students to develop an understanding of important psychological concepts and processes, the practices used to develop scientific knowledge, the contribution of psychology to our society, and its applications in our lives.

This elective provides students with experiences that will lay the foundation for VCE Psychology Units 1 and 2, and develops some of the Key Science Skills required in VCE Psychology Units 3 and 4. Students may take one or both of the Year 10 Psychology electives.

Aims
- Introduce students to the basic concept of Psychology and how it differs from other mental health studies.
- Recognise and appreciate the scientific nature of Psychology.
- Develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- Provide students with the opportunity to study Psychology using a range of learning styles.

Structure
The Psychology elective has two interrelated strands: Science Understanding (Science as a human endeavour) and Science Inquiry Skills.

Content
- Introduction to Psychology
- Comparison of Psychology and Psychiatry
- Various fields of Psychology (including counselling, clinical, educational, forensic, sports, organisational and community Psychology)
- Scientific nature of Psychology
- Sport Psychology and/or Clinical Psychology

Digital Photography Art Year 10 (Elective)

Faculty: Visual Arts

Rationale

Students build on their awareness of how and why artists and designers realise their ideas through different visual arts practices. In Digital Photography Art, students refine their personal aesthetic through working and responding perceptively as an artist with digital SLR photography, photoshop, AI image generation and manipulation, and post-processing. They identify and explain how photographic artists and public audiences interpret artworks through explorations of different viewpoints.

As they make and respond to photographic artworks, students use conceptual explanations to critically reflect on the contribution of historical artists and conventions. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience Photography, students draw on imagery from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of Photography, and its development as a medium.
Extending their understanding of safe visual arts practices and choosing to use sustainable materials, techniques and technologies.

Aims

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Structure

The curriculum is structured around four strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Visual Arts Practices, Present and Perform, and Respond and Interpret.

Achievement standards

- Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.
- Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.
- Select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.
- Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Further Study

This course leads on to Year 10 Visual Art, Year 10 Media Film and VCE Art Creative Practice, Media and Visual Communication Design.

Media Studies - Film Year 10 (Elective)
Faculty: Visual Arts

Rationale
Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. In Media studies, they refine their understanding of the role of Media products through working and responding perceptively as an artist, designer and audience. They identify and explain how media artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to diverse forms of Media products, students use conceptual explanations to critically reflect on the contribution of Film and Media practitioners. They adapt ideas, visual images and practices from selected Filmmakers and Cinematographers and use them to inform their own personal aesthetic when making media products and presenting them to an audience.

As they experience Film Media, students draw on resources from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of filmmaking, extending their understanding of safe practices and choosing to use sustainable materials, techniques and technologies.

Aims
The Visual Arts curriculum aims to develop students':
- conceptual and perceptual ideas and expressions through design and inquiry processes;
- visual arts techniques, materials, processes and technologies;
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment;
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators;
- respect for visual arts as social and cultural practices, including industry practices; and
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Structure
The curriculum is structured around four strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Visual Arts Practices, Present and Perform, and Respond and Interpret.

Achievement standards
- Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.
- Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.
- Select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.
- Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Further Study
This course leads on to Year 10 Visual Art, and VCE Art Creative Practice, Media and Visual Communication Design.

Visual Art Year 10 (Elective)

Faculty: Visual Arts

Rationale

Students build on their awareness of how and why artists and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience using a wide range of complex materials and techniques. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.
As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of art works.
Extending their understanding of safe visual arts practices and choosing to use sustainable materials, techniques and technologies.

Aims

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Structure

The curriculum is structured around four strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Visual Arts Practices, Present and Perform, and Respond and Interpret.

Achievement standards

- Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.
- Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.
- Select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.
- Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Further Study

This course leads on to Year 10 Visual Art, Year 10 Media Film and VCE Art Creative Practice, Media and Visual Communication Design.

Critical Research **Year 10 (Elective)**

Faculty: Transdisciplinary

Title: **Critical Research**	*What secret about how the world works would you like to uncover? Do this subject to explore a topic of your choice!*

Course Overview:

Does momentum really exist in AFL games? Are protein shakes good for you? Are rip-off brands as good as the real thing? What is the best way to improve wellbeing? Will AI take over the world? Is graffiti vandalism or art? Is Kendrick a more important musician than Drake? Are UFOs real? Is a vegetarian diet better for your health? What happens if all the bees disappear? Why are PIXAR films so good? Should mobile phones be allowed in classes? Is the Illuminati putting fluoride in the water to control us?

What are you curious about? What secret about how the world works would you like to uncover? What itch do you want to scratch?

In this elective, students will design a research question they are interested in exploring. They will learn more about their chosen topic by reading, listening, watching and talking. They will collect data through experiments, surveys, interviews and focus groups to try and answer their question.

Students will use critical thinking skills to look at the strengths and weaknesses of information, analyse evidence and data, learn about the structure of good arguments, and develop communication skills (written and verbal).

We encounter research in daily life: at work and in our studies. We regularly evaluate claims, judge evidence, and critically assess arguments. It is the process of establishing facts, generating new information, figuring out what that information means, building new knowledge and making connections with existing knowledge. This is what **Critical Research** is all about!

Areas of Study:	**Key Skills:**
1. Developing a good research question 2. Critical thinking and research 3. Planning and conducting research 4. Communicating research findings	● Critical thinking ● Communication ● Collaboration ● Open-mindedness / perspective taking

Experiential Learning:	**Assessment:**
● Excursion to Top Talks to hear from Year 12 students conducting research ● Leadership of the Kehillah Week Project - supporting Year 9s with their projects ● Incursion - world renowned guest speakers will teach you how to think and communicate better	● Written justification of the significance of the research question - why is it worth exploring? ● Poster display / infographic of the research process ● Oral presentation of research findings

VET Electives

VET Program Policy

Purpose

The VET program is designed to assist students who choose to add into their VCE program subjects that relate to vocational education. These subjects may be provided within the Mount Scopus curriculum but are more usually available from external providers.

This policy sets out the process and policies for arranging and managing students to attend Vocational Educational Training (VET) programs on campuses that are not operated by Mount Scopus (called VET Providers in this policy).

Policy

1. Eligibility

Eligible students are identified by the following process:

- Parents and students are invited to discuss VET opportunities with the VET Coordinator.
- The VET Coordinator monitors VET Providers to identify courses for prospective students.
- After discussions with the student and assessment, the VET Coordinator will organise to facilitate viable programs.

2. Arranging the course

If a VET Provider is able to offer a VET course on a Wednesday afternoon and/or evening the Coordinator will arrange for the selected Vet Provider to deliver the course. The VET Coordinator will:

- Attend VET meetings with individual VET Providers to build College knowledge on program processes and potential opportunities for students.
- Liaise with the VET Providers to ensure a program meets the VCAA requirements and student needs.
- Collect expressions of interest from prospective students.
- Arrange for a Memorandum of Understanding to be provided by the VET Provider.
- Advise the VET Provider of the prospective student.
- Liaise with the VASS Coordinator to ensure all students are enrolled on the VASS system. Liaise with the College's VCE Coordinator, School Timetabler and Careers Coordinator as required.

3. Student support

The VET Coordinator maintains regular contact with each VET Provider to:

- Coordinate transport arrangements in accordance with the policy set out below.
- Assist VET staff in the management of student behaviour.
- If a student misses classes, it is their responsibility to catch up on lectures or work missed by dealing directly with the VET Provider.
- A student must satisfactorily meet the requirements for all modules to attain a certificate for the subject. One of the requirements is 100% attendance. If an absence is short term and is supported by a medical certificate, the VET Provider will meet with the student to arrange a suitable time for the student to complete a missing module.

The student is responsible to ensure that administrative information given to them in class is passed on to the College's VET Coordinator. Examples of administrative information include class cancellations and changes to class times.

4. Course Results

The VET Coordinator collects data on the student's results as input on the VASS system to contribute to their VCE results administered by VCAA.

5. Work Placement

Where necessary, the VET students take responsibility for sourcing appropriate work placements. In most cases this will occur during the school holidays. However if students are granted leave from the College to attend their selected place of work it is the student's responsibility to catch up on the subject matter from missed classes. Students are responsible for making their own arrangements to travel to and from their work placement.

6. Duty of Care

The VET Provider has the responsibility for duty of care for a student while attending their courses. The employer has responsibility for duty of care for a work experience student.

7. Transport

Attendance at VET Providers is timetabled by Mount Scopus for Wednesday afternoons. Transport is arranged by the College to deliver students to Holmesglen and other VET Providers when the VET classes are blocked to fit into the school timetable on Wednesday afternoons.

All other transport is the student's responsibility.

8. Fees

Families are charged with the fees incurred from VET Providers for providing courses to Mount Scopus students. The College manages claims for Government rebates for students attending the VET courses and will refund any rebates (less the administration fee), to parents.

9. Contribution to the VCE

VET subjects contribute to a student's VCE in two different ways.

i. **Scored VET Subjects:** these are VET subjects which have SACs and a final exam. The subject score can factor in a student's ATAR as one of the top four results. They also contribute Units to a student's VCE Certificate. Examples of scored VET subjects are Catering Operations or Sport and Recreation

ii. **Unscored VET subjects:** these are VET subjects which have assessments graded only as Satisfactory or Not Satisfactory. There is no final exam. These subjects can still contribute to a student's ATAR but only as a 10% increment which is calculated as 10% of the student's lowest result of the primary four VCE subjects. They also contribute Units to a student's VCE Certificate. Examples of unscored VET subjects are Applied Languages – Hebrew and Applied Fashion and Design.

Please check the Victorian Curriculum Assessment Authority's website for further information: http://www.vcaa.vic.edu.au/ Select VET and follow the prompts.

10949 NAT Certificate II in Applied Language

Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate II in Applied Language (Hebrew) will provide you with basic practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with post-beginner Hebrew Language Skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct simple everyday conversations, locate places of interest, and understand basic grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information on familiar and basic matters.

The Certificate will be awarded only on completion of all program requirements.

Qualification Levels

A graduate of **Certificate II in Applied Language (Hebrew**) will be able to:

Demonstrate basic operational knowledge in a moderate range of areas through the application of basic communicative skills to meet immediate needs and handle brief exchanges.

Apply a defined range of skills to interact in a simple way with others.

Apply known solutions to a limited range of predictable problems through the selection of appropriate words, phrases and gestures, from a limited repertoire, when engaged in social functions in familiar contexts.

Perform a range of tasks where choice between a limited range of options is required through engaging in simple transactions such as shopping and banking.

Assess and record information from varied sources through the application of basic reading, writing, speaking and listening skills relevant to the situation.

Take limited responsibility for own outputs in work and learning through active participation and willingness to seek assistance and guidance as required to develop intercultural knowledge.

The Certificate II in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 and A2.

Units of Competency

- NAT10949001 Conduct basic oral communication for social purposes in a language other than English.
- NAT10949002 Conduct basic workplace oral communication in a language other than English.
- NAT10949003 Read and write basic documents for social purposes in a language other than English.
- NAT10949004 Read and write basic workplace documents in a language other than English.

Location of Course

Students are enrolled with Ripponlea Institute (RTO 21230).The Certificate II course takes place as part of the normal timetable at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course.

Credit in the VCE

Students who complete Certificate II in Applied Language (Hebrew) will be eligible for two units' credit towards their VCE Certificate.

ATAR Contribution

Students who complete the Certificate II can continue on to the Certificate III in Applied Languages which may contribute to the ATAR as a 10% increment, (10% of the student's lowest result of the primary four VCE subjects).

Please check the Victorian Curriculum Assessment Authority's website for further information.

http://www.vcaa.vic.edu.au - Select VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Duplication of Studies

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as 11074NAT Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

Other VET Choices

In previous years individual students have chosen to enrol in VET subjects without going through the College. Although the College will attempt to accommodate these individual educational programs there may be some unavoidable clash with their regular school timetable.

Please check the Victorian Curriculum Assessment Authority's website for further information. http://www.vcaa.vic.edu.au/. Select VET and follow the prompts.

VET – off campus options

The College facilitates the enrolment of students into off-campus VET institutions, primarily Holmesglen Institute. The VET courses run on a Wednesday afternoon.

There are many options available to students. Please click on the links below which will take you to the various providers and their offerings. We cannot guarantee a place in these options.

Box Hill Institute VET courses
Holmesglen Institute VET courses for Secondary Students