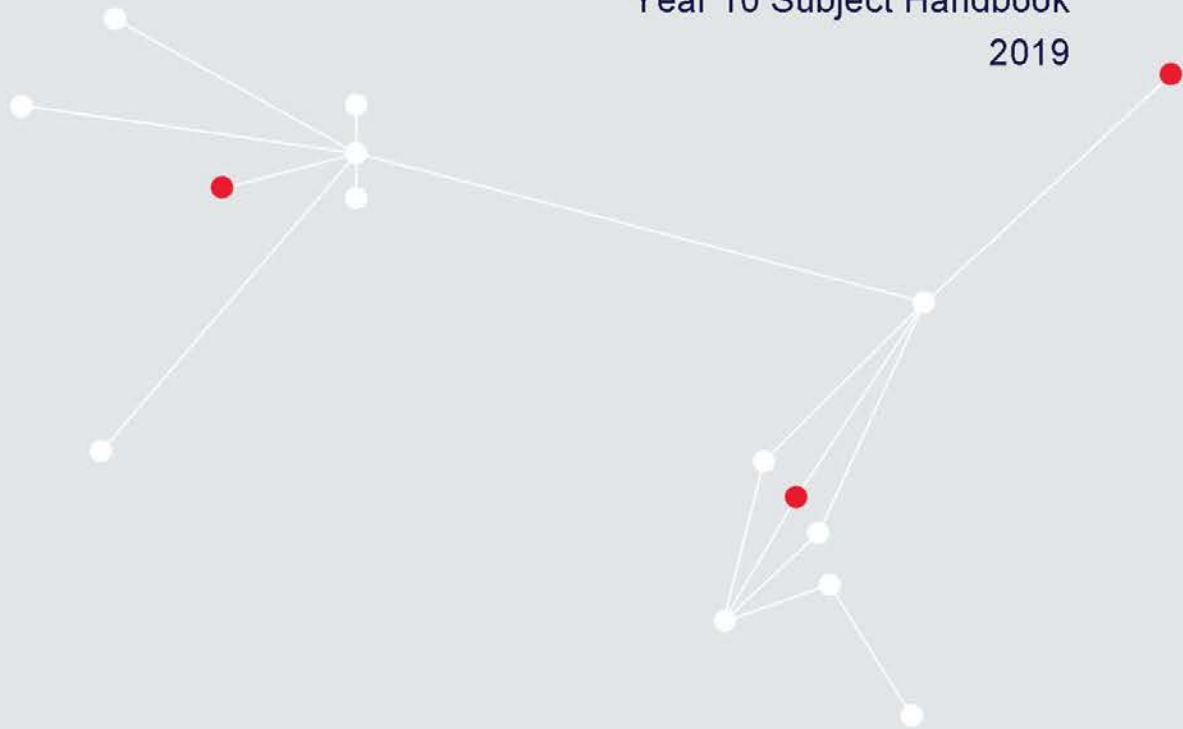


# ELTHAM HIGH SCHOOL

Year 10 Subject Handbook

2019





# Eltham High School

## Year 10 Handbook – 2019

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## Section 1 – Overview

### Introduction

Welcome to Year 10. Year 10 is an exciting stage of learning at Eltham High School where students look ahead to future learning pathways. It aims to provide diverse and engaging opportunities for students to develop themselves as a whole person, both inside and beyond the classroom.

By entering Year 10 you formally enter the Senior School at Eltham High School. In doing so you will begin to develop and consolidate the foundations for success in the final years of schooling. You will explore the range of pathways open to you through studying subjects with a stronger focus on VCE, you will have the opportunity to experience VET and VCE studies through participating in the Enhancement program and you will also participate in the Careers and Tutorial program to build confidence and independence in your learning as well as exploring the world of work.

This document provides you with an outline of the structure of Year 10, the expectations on you as a student and the support available to you. Most importantly it provides an outline of the studies available to you at Year 10. The diverse range of studies contained within this handbook have been carefully considered by the school and tailored specifically to students at Year 10 level. This means that you will be challenged and asked to 'step up' from any subjects you completed at Year 9 – even if you undertake an elective in a similar subject area.

As a school we trust that undertaking a course developed from subjects within this handbook and enriched through participating in some of the many co-curricular and leadership opportunities available in areas throughout the school will allow you to live the values of the school in an authentic way. We encourage you to seek support with any questions you may have regarding the process of moving towards Year 10 and look forward to working with you as you take on this next stage in your learning.



**Vincent Sicari**  
Principal

## Learning Pathways

All students in Year 10 are expected to undertake a diverse and balanced course and, for this reason, students need to select elective subjects from across a range of subject areas.

While this structure is designed to promote a holistic approach to students' education, Year 10 is also closely focused on building key skills, knowledge and work habits in preparation for success at VCE level. Therefore the Year 10 curriculum is designed to introduce the concepts, ideas, skills and knowledge that they will encounter in VCE, without providing rigid pre-requisites for undertaking these VCE subjects.

The table below provides the broad outline of the Year 10 course:

English and Mathematics	These are full year subjects and are compulsory for all students. Students choose between 3 different Mathematics pathways.
Science	All students undertake Year 10 Science for one semester and may also undertake additional Science electives.
The Arts & Technology	Students must undertake at least one Arts and at least one Technology elective in their course.
Health and Physical Education*	All students undertake Year 10 Physical Education for one semester. In addition to this students can choose from a range of electives in these areas of study.
Humanities	All students undertake Year 10 Humanities for one semester and may also undertake additional Humanities electives.
Languages	Students are encouraged to continue their study of either Indonesian or French in Year 10. This language is undertaken for the duration of the year.
Enhancement	Students have the opportunity to undertake Enhancement units at Year 10 through accessing both VCE Units 1&2 as well as VET studies.
Tutorial*	All students participate in a Tutorial group across the year. The Tutorial group is comprised of Year 10, 11 and 12 students.

Students are encouraged to read the subject descriptions carefully and to consult with teachers and Key Learning Area Coordinators when they are considering their options.

## Enhancement and VET in Year 10 (Vocational Education and Training)

Many students in Year 10 will have the opportunity to undertake a VET study either as an Enhancement Subject or as a VET Subject external to the school. Enhancement opportunities are outlined in a session at the Year 10 Information night and applications are accepted shortly after. Being accepted into an Enhancement study is conditional on a student's academic performance in Year 9, their attendance and organizational skills and on there being room in the classes. Both of these options can be an excellent element of a student's individual pathway and any student considering a VET option is encouraged to discuss this and seek further information from Mrs Terri Wood, VET and VCAL Coordinator.

## Assessment and Reporting

Student performance on Common Assessment Tasks in all subjects is made available to parents through Compass progressively across the semester.

A formal exam period is held for all Year 10 subjects both mid-year and end of year. These exams are not designed as a pass or fail hurdle for the subject but do form an important component of the assessment for each study. Exams are compulsory and information is distributed regarding the exam periods and expectations each year via Compass and the school newsletter. (The Year 10 examination rules are set out in Section 3 of this document)

In Senior School student progress is reported through four reports each year, with all reports being available on Compass. These include interim reports during Terms 1 and 3 and final reports at the end of each semester. Student Progress Interview days are held towards the end of Terms 1 and 3 and provide parents with the opportunity to meet with teachers to discuss student's progress.

Interim reports may be issued at other times of the year and parent and student interviews requested where a student's progress is of concern. These may be requested by parents, students or teachers via the Senior School Office. 'At risk' letters will also be issued at key points throughout the year to students who are in danger of not achieving satisfactory results in a subject or subjects. These are an important indication that further consultation is required and supports and strategies may need to be put in place to ensure that the student can achieve a successful outcome.

## Careers and Work Experience

Information and help with career planning is available from the Careers Co-coordinator as well as from Senior School Coordinators and class teachers. Students are encouraged to make use of the resources available in the Careers Room such as Courselink, the Job Guide, OZJAC (a national courses and careers database), videos, handbooks and other printed material. Students have access to these resources before and after school, at lunchtimes and during class time if an appointment has been made with the Careers Co-ordinator.

Many Year 10 subjects incorporate aspects of career education. These include excursions to places of work, practice in writing job applications, giving talks to improve oral communication skills, having visiting speakers in the school, learning about trade unions, small business studies, etc.

Work Experience is an important part of the Year 10 program. All students must undertake work experience. Students will undertake a one-week work placement which will occur in late May 2018. Exact dates will be advertised through the newsletter and Compass. **No scheduled classes occur this week and students are not expected to attend enhancement classes during this important week.**

For Year all 10 students, the Tutorial program will have a strong focus on careers education, planning for work experience as well as planning for learning pathways in Year 11 and Year 12. As the Tutorial groups are comprised of Year 10, 11 and 12 students this is also an excellent opportunity to learn firsthand from the experiences of their peers.



## Tutorial

All students in Year 10 will have their journey supported through their involvement in the Tutorial program. Each Tutorial group will consist of a mix of Year 10, 11 and 12 students and it is planned that students will stay in the same group until they leave the school. The Tutorial program aims to strengthen relationships between students and teachers, and between students and their peers.

This program has a curriculum designed to provide the students with the skills and strategies they need to move successfully through Senior School and beyond into further study and the workforce. The Tutorial teacher will be an important point of contact for Year 10 students and will be able to provide support to students, encouraging them to pursue excellence in the individual pathway they have chosen.

The curriculum is structured around four key themes that have been identified as priority areas for students in the Senior School; Study Skills, Wellbeing, Pathways and Leadership. It has been informed by the Victorian Careers Curriculum Framework incorporating aspects of Self Development, Career Exploration, and Career Management.

The tutor will take a role in monitoring and supporting the students in their learning to set improvement goals around their studies and approach to school.

## Support and Expectations

Support is available to Year 10 students through their classroom teacher, their Tutorial teacher and through their Senior School coordinator.

### **Satisfactory Completion**

Students at the Year 10 level must have satisfactorily completed ten units over the year including both units of English to proceed automatically to Year 11. Students not doing so well have their case reviewed by the Senior School Coordinators and a parent interview will be arranged. It may also be necessary to seek the advice of the Assistant Principal / Principal in certain cases.

### **Home study Expectations**

Home study should be an integral part of a student's development; all Year 10 subjects have coursework that necessitate students completing work out of school hours. Year 10 generally requires more than one hour per week night, with some home study required on weekends. This will increase during peak periods especially if a student is undertaking a VCE Enhancement subject.

At this level students generally should be independent learners, but parents/guardians should be clear about the school's expectations for home study, and should discuss issues and concerns with their students and the school.

Care should be taken to ensure that undue pressure is not placed on students at this level and that a balance is maintained between the demands of study and recreational pastimes. This can generally be achieved through good organisation and planning, and builds on the effective study habits developed in the lower years

It is advised that students establish a home study plan early in Senior School to ensure a regular commitment. Assistance in establishing such a plan is available from the Tutorial teacher, Level Coordinators or classroom teachers.

To effectively manage their time, homework and assessment commitments, students are provided with a range of tools, both electronic and in hard-copy, at the beginning of the year. It is important that students employ these to ensure they are organised and prepared for all assessment tasks.

### **Attendance**

At Eltham High School we recognise the importance of regular attendance at school and the links with likelihood of success in learning. Daily school attendance is important for you to succeed in education and to ensure you

don't fall behind both socially and developmentally.

**One day absent?** Where there is a known school absence, parents/carers are requested to log in to Compass by 9:30am to approve the absence.

**Two or more days absent?** If students are unable to attend for two or more consecutive days, parents / carers are requested to contact Senior School by telephone to discuss the situation.

**Late arrival?** Students must sign in at the Compass Kiosk (located near the General Office) and take the printed ticket to their teacher in class so they can update the attendance roll.

Attendance alerts will be sent out via SMS on a daily basis. This will include an initial alert at 10:00am to inform families that a student has not arrived at school, and that an approved absence has not been entered on the Compass Portal. A second alert will be sent out at the end of the school day with a summary of any further unapproved absences for the day.

### Leaving School Grounds

Students are not permitted to leave the school grounds without an early leaver's pass. See your co-ordinator with a note from home to arrange the pass.

### Support

Student Services Team led by Ms Louise Heathcote [hea@elthamhs.vic.edu.au](mailto:hea@elthamhs.vic.edu.au) can provide wellbeing support on referral from Co-ordinators.

All Senior School students are encouraged to contact their Sub-School Co-ordinator and Tutor with any concerns or issues. If you have questions or concerns about a VET course of study, please contact Terri Wood [woo@elthamhs.vic.edu.au](mailto:woo@elthamhs.vic.edu.au).

You are welcome in Senior School (find us in Room 324 upstairs in the 300's block) - don't be afraid to come and ask questions!

### Course Charges

Some subjects have a charge associated with them. School Council approves all course charges. The charge is the difference between the basic materials/services provided from government funding and the higher cost alternatives which are preferred for the optimum learning experience. School Council is mindful of the costs involved in undertaking subjects that have an associated charge, and all attempts are made to keep costs to a minimum.

An indicative list of the 2018 course charges for specific subjects is in Section 5 of this document. **Please note:** Where subjects having a course charge are selected for study, parents should be prepared to meet these payments upon enrolment in the subject. If you are experiencing financial hardship, payment arrangements are available. Please contact the School Business Manager for a confidential discussion.

## Section 2 – Course Descriptors

### Subject Outlines – The Arts & Technology

#### The Arts Electives

An extensive and exciting program is offered providing the opportunity for all students to develop interesting and well-balanced educational programs. As part of creating a course that includes breadth, all students are required to undertake at least one subject from the Arts area.

The Arts faculty aims to provide students with the opportunity to continue the acquisition of skills and the development of personal forms of expression through a range of subjects. These units are primarily practical in content with an emphasis on exploring and developing ideas as well as presenting a folio of finished works. In addition, students will study how the art and graphic forms have been developed in particular cultural and historical contexts.

All students are expected to have a visual diary into which technical information, written work and design sketches can be placed. Charges may be set to cover individual student's needs where they wish to work with more expensive materials, e.g. canvas, oil paints, timber, fabrics, etc.

The performing arts include Music and Drama. They encourage students to develop their practical skills through rehearsal and recitals. These skills are enhanced by theoretical knowledge and interpretive understanding.

#### **Art**

This course incorporates both practical and theoretical components in which students explore different styles, art movements and media.

Students will learn to plan for and create art works using different themes and starting points. Painting, drawing, printing and sculptural materials and techniques are explored in this subject.

Students will also develop a deeper understanding and ability to respond to, analyse and interpret artworks through written tasks.

Assessment: Visual Diary, a Folio of Artworks and Written Tasks.

#### **Visual Communication Design**

Students build on their awareness of how designers communicate ideas to specific audiences and purposes, through different visual presentations, practices and viewpoints. They conceptualise ideas and develop solutions, using visual design practices and conventions from a range of design fields; communication design, environmental design and Industrial design. Students further develop skills in two and three dimensional drawing as well as methods such as computer and three dimensional processes. Students make a further exploration of a broader range of media and materials.

Students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of visual design presentations in different design fields.

Visual Communication Design can be continued in VCE Visual Communication Design.

Students must submit: A visual diary of learning tasks and exploration of the design process. A folio of presentations of final designs. Responses to a range of critical and reflective thinking tasks.



## **Film Narrative and Production**

Want to experiment with ideas and stories that manipulate film conventions and genres to create a new film genre or style? Want to refine and extend your understanding and use of narrative and genre conventions in film? This course, through analysis of selected feature films, develops your understanding of genre conventions and explores narratives from a range of cultures including Aboriginal and Asian films.

Students will develop film production skills in scriptwriting, storyboarding, shooting and editing through producing a short film in the new film genre or style you have created.

Students will publish short films on video sharing websites like YouTube and Vimeo.

## **Photography**

This course is based around different genres of photography. Students will study six varying styles including techniques and a photographer from each genre. They will then need to produce a folio of their own work following these themes.

Genres will be chosen from Portraiture, Architecture, Low light, Macro, Street photography, Surrealism, Studio Lighting, Action and Fashion. Students will also be introduced to Photoshop and be expected to use it for some of their assignments. Darkroom techniques will be taught to those who choose this medium for some of their work. Please note; if students wish to use the darkroom, they would need to purchase paper which is available from the school.

Cameras may be borrowed through the school on an overnight/weekend basis. All students need a large capacity USB device for saving and transferring their photography files and an A3 Folio.

## **Drama - Acting and Performing**

Students will create and present drama pieces that demonstrate a range of skills, techniques and processes. Emphasis will be on the presentation of one major ensemble performance, and on a solo performance. Students will demonstrate their understanding of aspects of interpretation and knowledge of theatre conventions and traditions through workshop activities and journal entries reflecting on these classes. They will explore a range of drama styles and genres using improvisation and scripted drama. Students will need to keep and maintain accurate records of their work in a journal/manual.

Students will evaluate their own as well as others work. They will develop an understanding of the cultural and historical evolution of drama through their study of drama history, dramaturgy, artists, playwrights, practitioners, theorists, and a range of texts.

Assessment: A workbook, journal, a scripted solo performance and a performance evaluation examination.

**Year 10 Music** This elective is a performance and theory subject in which emerging musicians further develop the idiomatic techniques and practices of their instrument, supported by a rigorous technical and aural program. In this context students will be assessed as soloists and/or members of a group. In the classroom Students will study the great milestone compositions of the classical and contemporary repertoire; they will be introduced to compositional devices, and analysis templates, with a focus on beginning to answer the question: How is music made?

Students' performances will be formally assessed once a term, alternating between group and solo recitals. Students will complete a written analysis of a piece of music that identifies style, and the treatment of the ten major elements of music. They will create a composition that allows them to explore and discuss the elements.

## The Arts – 3 Period Electives

### **Art Now**

This is a practical and theoretical art course with a focus on Contemporary Art. Through art making and theoretical investigation students learn about contemporary art processes, techniques and approaches.

The practical art making component consists of planning and creating a range of artworks in response to current themes and concepts. Students explore contemporary art forms (installation, environmental art, performance art and art in public spaces).

The theoretical component introduces students to contemporary art theory. Students will analyse contemporary Australian and International Art. They will gain an understanding and confidence in discussing and exploring contemporary art concerns (gender, environment, globalism, representation, the body) and how contemporary artworks communicate ideas.

### **Drama -Theatre Styles**

This unit is intended both as a stand-alone unit and a compliment to Drama -Acting and Performing. While it will be enjoyable and valuable to any student it will be particularly beneficial to students intending to undertake VCE Drama. The unit will involve an in depth examination of the Theatre of the Absurd, Theatre of Cruelty, Surrealist Theatre and Brechtian theatre. Students will create and perform ensemble pieces employing the theory and techniques of one or more of these theatre styles.

## Technology Electives

### **Product Design - Metal Technology**

This area of study covers the knowledge and skills related to a range of activities associated with the use of metals, produce examples of metalwork. Students design their own projects with a strong emphasis placed on the importance and need for planning, the development of effective procedures and practices, safety in the workshop and production evaluation.

Production work uses nonferrous metals such as brass, copper nickel silver in products such as a container with a lid, box ring and cast ring. Processes such as lost wax casting, metal bending and forming, silver soldering, and resin casting, are used in the projects.

The learning outcomes include an analyse of the appropriateness of using particular materials, including emerging materials for a particular purpose, preparation of detailed design proposals, make products using complex equipment and analyse the product effectiveness. The learning outcomes will be achieved through the completion of the following learning activities: an investigation of appropriate materials to suit the product, comprehensive sketches and drawings, production work emphasising the safe and correct use of hand and power tools and an evaluation of the production activities.



## **Product Design - Furniture Construction**

This course requires students to make projects which demonstrate not only acceptable levels of knowledge, and skill in relation to practice in the area, but also a capacity to analyse, design, plan and carry through a task from concept to completion. Students will effectively use a range of tools, machines and processes in the manufacture of classroom projects. The compulsory component in the program ensures specific skills and knowledge is covered. This involves students receiving instructions in advanced joint construction. Students are expected to produce a technical drawing of all their projects.

Workshop Occupational Health and Safety is covered with adherence to necessary safety requirements are essential. This subject leads to VCE Product Design and Technology: Wood, VET, Apprenticeships, TAFE, and University Design Courses.

Coursework: Investigation Assignment, Advanced joint construction, Design work including working drawings and cutting list, Evaluation.

## **Electronics Systems & Engineering**

Year 10 Electronics study covers the knowledge and skills that go beyond the analogue electronics studied in Year 9 and focus on a range of activities associated with the use of Digital electronic components including programmable integrated circuits.

Students develop skills in design, fabrication, soldering, wiring and assembly. A strong emphasis is placed on the importance and need for planning, the development of effective procedures and practices, safety in the workshop (including the safe use of hand and power tools) and production evaluation. Production work includes developing various robotic devices that students learn to program using Picaxe technology. The Picaxe projects enable students to control and direct models that include mechanisms such as electric motors, gears and two-way switches, and/or the ability to download ringtones as well as the following components: capacitors, transistors, LED's, resistors, diodes etc. The major project is a controlled robotic vehicle programmed using 'basic' language developed by students on their own computer. Throughout the semester students apply appropriate, efficient and safe working methods with materials, tools, equipment and machines.

Coursework: Students analyse the principles, structure, organisation and control of systems. Students prepare detailed designs and use specialised techniques to construct and operate complex systems and then evaluate these designs against community needs, circumstances and resources.

This subject leads to VCE Unit 1 & 2 Systems Engineering, VCE Product Design & Development, VET, Apprenticeships, TAFE, University Design Courses, and University Electronic Engineering.

## **IT - Problem Solving Techniques, Programming skills and Client Projects**

Learn how to plan, design and evaluate a successful project. Build your programming knowledge with a series of small tasks that build in complexity. Then it on to a real world IT project. In this class you will get a client brief (this will be provided for you, but you can provide one yourself) and then be guided through the process of turning an IT request into a completed solution.

## **Website Design and Development**

Students use the design process in the planning and production of a website. There will be an initial focus on design with students conducting research, generating ideas and developing concepts. Throughout this stage, they will be taught the technical aspects of website development. This includes using HTML and CSS, as well as some Javascript to incorporate various types of interactivity. Students will incorporate this learning into the development of their website. During the production stage, students will be encouraged to problem solve issues that arise in order to complete the unit with a well-designed and fully functioning website.



## **Food by Design**

The focus of this unit is to investigate, design, produce and evaluate foods that inform Australian and International cuisine. Students will develop their awareness of a diverse range of influences on food choice, including food origins, cultures and behaviours. Students will follow the design process to create, modify and prepare innovative dishes suitable for a range of design briefs. This course will incorporate both theoretical and practical lessons to allow students to build their food knowledge and skill.

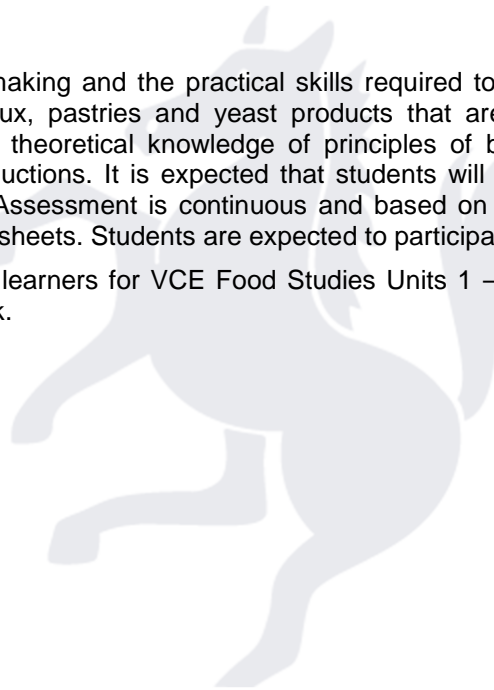
Students will apply safe hygiene practices in the kitchen, use specialised kitchen equipment for preparation and production of dishes. They will also investigate food science principles, explore complex processes and key reactions in foods, develop and apply food literacy knowledge and skills and apply the design process to the production, analysis and evaluation of food products and dishes.

This course includes both written and practical assessment and will benefit learners who wish to undertake further study in VCE Food Studies.

## **Patisserie**

Learn the art of baking and pastry-making and the practical skills required to produce a range of Pastry shop products, including cupcakes, gateaux, pastries and yeast products that are frequently prepared for special occasions. Students will incorporate theoretical knowledge of principles of baking along with the process of design to undertake a range of productions. It is expected that students will complete written coursework and complete at least one design brief. Assessment is continuous and based on production tasks, workbook folio, completion of a design brief and worksheets. Students are expected to participate in 80% of productions.

This subject will adequately prepare learners for VCE Food Studies Units 1 – 4, as well as careers in pastry - making, baking and general chef work.





## Product Design Fashion

In Product Design Fashion students are introduced to the design brief and learn to create garments with an end purpose in mind. Students will research and develop ideas through the design process and they will analyse user/consumer and client needs. Students will produce garments, which address quality, aesthetics and function and also meet the requirements of the design brief. They will learn to modify and adapt their production methods for the best outcome.

Students will gain an awareness of the product design cycle and document this through the creation of a folio. At completion of the subject, students will have gained valuable skills and knowledge relevant to preparing them for the coursework for VCE Product Design and Technology – Fashion.

This area of study can be continued in VCE by undertaking Product Design and Technology – Fashion. Coursework: Investigations related to the characteristics and properties of fabric and methods of assembly. Designing plans, construction techniques and criteria for textile garments within the constraints of a design brief. Production of garments, using a range of processes and equipment. Analysis and Evaluation through the review of production techniques and development of strategies for future improvement.





## Subject Outlines – Critical Inquiry

### Critical Inquiry Electives

#### **Extended Investigation**

Middle School Extended Investigation allows students to select any area of interest and conduct a significant research project. Students are supported to develop research plans including completing a literature review and methodology. They learn about ethics, reviewing literature, the conventions of academic writing, and independent learning. The subject is the natural progression from a cornerstone and focuses on higher order research skills. Students considering taking VCE Extended Investigation in Year 11 or 12 are strongly encouraged to take this subject.

Students are encouraged to develop a range of interdisciplinary skills as well as developing their time management, organisation and team work. The skills that students develop in this study are very transferable to successful VCE studies. This subject provides a perfect opportunity for students who are passionate an idea or area of interest.

Examples of a previous research questions include:

Do people 'like lie' on Facebook because of social pressures?

Do TAC advertisements affect the driving habits of probationary drivers in the Northern Metropolitan Region?

### Critical Inquiry – 3 Period Electives

#### **Learning to Learn**

This subject has been designed for students in Year 10 who have identified that irrespective of previous school programs they still need assistance with developing strategies to be more effective and efficient learners in preparation for VCE. This may either due to their extensive extra-curricular activities, or added stress of managing part time work, or lack of experience and success with learning strategies in general.

In particular this subject will look at improving executive function skills including: Organization, note taking, summarizing and consolidating. Time management and dealing with competing priorities. Goal setting and self-reflection and understanding your learning identity.

This subject has been designed to complement the focus of the Year 10 Tutorial program and build on skills and knowledge developed in Year 9.



## Subject Outlines – English

### English

In Year 10, the English course is focussed on building students' knowledge and skills in the areas of:

- Reading and Creating to Texts
- Reading and Comparing Texts
- Analysing and Presenting Argument

Students are exposed to the world of literature, as they read and view a variety of texts, with a particular focus on the thematic and stylistic connections between texts, including George Orwell's *Animal Farm*, *V for Vendetta* (dir. James McTeigue), and Kate Mildenhall's *Skylarking*.

They examine how texts are shaped by the time, place and cultural setting in which they are created, as well as consider the role of authorial intent and voice. Students develop their own literary pieces as they respond both analytically and creatively to what they have read. To develop their critical awareness of the way language is used to influence different target audiences, students study a range of topical issues from the Australian media, as well as produce their own persuasive texts employing sophisticated rhetorical devices. They continue to develop their literacy skills, with a particular focus on employing metalanguage and embedding evidence to produce nuanced analytical responses to passages, and text response essays.

### English – 3 Period Electives

#### English Writing Skills

This subject is designed for students who would benefit from extra support in English. It has a particular focus on providing students the opportunity to establish the fundamentals of written responses. The coursework caters to those who are looking to consolidate the basics of written assessment tasks in Year 10 Core English, and support the emerging skills required in VCE English.

Resources and strategies will enable students to build their skills around the key elements of the English curriculum, including:

- literacy skills
- paragraphing
- analytical writing (embedding evidence and metalanguage)
- essay writing

Students undertake practical activities, both independently and in groups, to review and refine their knowledge of extended written responses, including text response essays, language analysis essays, and comparative responses. Students engage with short stories, film, and articles from the Australian media to inform their writing.

This subject will enable students to consolidate the key elements of writing so they can transition into VCE with confidence.

## English – 6 Period Electives

### **English Language**

This subject is designed for students who are interested in written and spoken English. It gives students the opportunity to observe and investigate the way they, and people around them, use language to reflect and construct who they are.

Students will analyse a variety of texts – written, spoken, film and song – to understand how and why we choose to use language as we do. By reading and listening to speech from different social and cultural communities within Australia, they learn why language choices change for different settings and for different audiences. Classroom activities encourage students to become ‘language detectives’ as they familiarise themselves with the conventions of speech used in their local communities, as well as by public figures in Australia to project a particular identity.

Class activities are designed to support students to revise and extend their knowledge of English grammar, whilst also introduce them to key linguistics terminology so they can precisely analyse language and its relationship with identity.

This subject is designed as a pathway for students wishing to enter VCE English Language.

### **Literature**

This subject gives students the opportunity to study a wide range of texts types, including novels, plays, poems, short stories and films. The texts studied are characterised by complexity, both in their construction and subject matter, and they give students an appreciation of the variety and nuance of human experience.

Students will examine the way literary texts are shaped by the socio-historical context in which they are created, and the authorial views and values embedded them. They learn to read critically as modern audiences, through the lens of different literary perspectives, such as feminism, post-colonial, psychoanalytical, etc.

The classroom environment guides students to independently read literary texts more closely and critically, as well as participate in discussions where they are able support their convictions through considered analysis of language and thoughtful use of evidence. The writing tasks present students with the opportunity to develop their own individual responses to the texts, producing both critical and creative pieces to demonstrate their understanding.

This subject is designed as a pathway for students wishing to enter VCE Literature.

## Subject Outlines – Health & PE

All students will participate in the core subject of Physical Education in Year 10 for one semester. This subject provides students with an opportunity to participate in a wide variety of team games to develop fitness, skills, cooperation and team work. Within these games students will undertake a range of roles including coach, umpire, scorekeeper and administrator. Students will also engage in individual activities and sports that can be undertaken over the lifespan. The experiences offered will provide students with skills and knowledge to help them make healthy choices about being active for life.

The theoretical component will focus on coaching styles and skills, acquiring skills, sports injuries and the application of “Fitness Apps” to support and track the development of personal fitness.

In addition to this unit, students are able to undertake additional electives from the Health and Physical Education learning area.

The elective offerings have been set to maximize participation, complement existing programs within the school (such as the Volleyball Program) as well as building clear pathways for students that build knowledge and skills progressively from Year Ten into and beyond VCE. The pathways are focused on the three key VCE areas of Health, Physical Education and Outdoor Education.

### Health & PE - 6 Period Electives

#### **Contemporary Health Issues**

This subject offers a curriculum that is contemporary, relevant and challenges the personal behaviours of adolescents. It is designed to strengthen their sense of self, develop resilience, their ability to make decisions and take personal actions to promote their own health and wellbeing.

This subject examines the role of media and examines a range of health issues, the impact on health outcomes and behaviour, investigates major players in the health sector which contribute to youth health and reflects upon strategies that address areas of concern.

As well as having a strong impact on students and their ability to reflect on contemporary health issues, this subject is designed to prepare students for a successful pathway into VCE Health and Human Development.

#### **Health Matters**

The content of this study focuses on adolescents and the changes as they enter into adulthood. It is designed in supporting students to make decisions about their own health and wellbeing, social and community pressures. The content aims to develop the knowledge, understanding and skills to support students to be resilient. It also enables and empowers them to access and understand health information and to make health-enhancing decisions. In addition, the content explores sexuality, personal identities and emotions, and the personal, social, cultural and environmental factors that influence their own health and wellbeing.

As well as having a strong impact on students and their ability to reflect on contemporary health issues, this subject is designed to prepare students for a successful pathway into VCE Health and Human Development.

#### **Advanced Fitness and Training**

Advanced Fitness and Training provides students with an opportunity to investigate and undertake a range of training methods designed to improve personal fitness. Games analysis will provide background as to the types of fitness required for sports performance. Fitness testing will allow students to gauge improvement in fitness levels. Responses to exercise and chronic adaptations to training will be investigated. Students will design and implement



a personal, sports specific training program as well as undertake regular and varied fitness sessions.

Students will develop an understanding of fitness and the different fitness components upon which training is developed.

Students will be introduced to the principles of training and the varied training methods adopted by athletes. Fitness testing will be undertaken to provide opportunities for analysis & review of results and motivation for improved physical fitness.

Students will undertake games analysis to build understanding of the physical requirements for sports participation including fitness components / intensities / durations / movements patterns and skill requirements of specific sports. Students will investigate short term responses to exercise and chronic adaptations to training to investigate the body's physical responses to exercise and training.

Community programs and training at the elite levels will be investigated to further understand the different types of training and exercise programs available to different population groups.

### **Intensive Training and Coaching – Basketball**

Intensive Training and Coaching - Basketball - This elective provides students with a motivation and interest in Basketball to foster their enthusiasm for the sport. They learn and practice tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. Students have the opportunity to develop proficiency in a range of high-level movement and manipulative skills involved in Basketball, and focus on identifying and implementing ways of improving the quality of their performance during games. Students will develop a broader understanding of the sport and current trends, issues, training and techniques.

### **Outdoor Education**

This unit is designed to offer students the chance to investigate and experience a range of outdoor environments in an environmentally sustainable approach. Students will participate in a range of outdoor activities in both local and distant settings that will foster an understanding and appreciation of the natural environment and investigate the impacts of Human activities.

Students will develop a range of skills including camp craft, navigation, risk management and trip planning that will lead to challenging and rewarding experiences including two overnight camps.

This elective provides an excellent pathway for students looking to undertake Outdoor and Environmental Studies at VCE level.



## Physical Education Pathways

In this subject students will explore the interrelationships between motor learning and physiological, biomechanical and sociological factors that influence physical behaviors and participation in physical activity. A major focus of this elective will be the integration of theoretical knowledge with practical application through participation in physical activities. It will include active engagement in physical activity as they develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games. They will investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students will develop an understanding of coaching styles and situations with a focus on skill development and improvement.

Students will also investigate changes in performance as a result of technological developments and the implications these have from a social and ethical viewpoint.

This elective provides an excellent pathway for students looking to undertake Physical Education at VCE level.



## Subject Outlines – Humanities

Humanities is concerned with understanding human society. It does this by studying people and societies of the past (History), people in the natural environment (Geography), how people organise power and the law in their societies (Politics) and the organisation, processes and behaviour of human groups (Sociology, Anthropology, Social Psychology).

### Year 10 Humanities

At Year 10 all students undertake Humanities for one semester. This compulsory course is designed to cover important concepts, knowledge and skills in the areas of History, Geography and Economics. These key concepts are explored in a holistic way and students will be assessed across the course of through a range of formats including a comparative case study, an evaluation of historical interpretations and contested debates and a report using data analysis. The Humanities unit provides a core body of knowledge from which interested students looking to undertake VCE units in either or History, Geography and Economics are encourage to select the supporting Year 10 Humanities electives of History Plus, Geography Plus and / or Economics and Business studies.

## Humanities – 6 Period Electives

### Accounting

Year 10 Accounting concentrates on small businesses where the person managing the business is also the owner of that business. In this elective students will understand the nature and role of accounting in small business, and the strategies undertaken by business owners to manage their businesses effectively. They will explore the accounting process, the sources of finance available and the benefits of internal cash control. Through a series of module based tasks students will complete the practical application of recording and reporting of financial information through the preparation of bank reconciliation, balance sheets, income reports, cash journals and cash budgets. This course is a direct pathway into VCE Accounting Units 1 & 2, however it may also support students seeking entry into Units 3&4 as an Enhancement study.

### Criminal Law

This unit involves the study of the nature and operation of the Criminal Justice system exploring key features of the Australian legal structure and system of government with a focus on Criminal Law in Victoria. Students will review the types of crimes, in particular Homicide related offences including Murder and Manslaughter through a series of case studies. An analysis of the methods and institutions that determine criminal cases and an excursion to the Heidelberg Magistrates Court forms part of the study. Students will use their knowledge to think critically about their own values, rights and responsibilities and those of organisations and groups including courts and legal institutions. They will explore different perspectives, articulate and justify their opinions on local, national and global criminal matters.

### Economics and Business Studies

This unit will expose students to real-life case studies, simulations and enterprising activities which investigate economic and business related issues in Australia's economy and its performance on a global scale. Students will interpret and analyse business data that measures economic performance (GDP) and changes in the economy due to inflation and unemployment rates and productivity. Students will explore Australia's competitive advantages and future job prospects, the reason and types of government intervention, successful technology used in business and economics and both the positive and negative influence of business on the Australian economy.

At VCE level, this course will lead on to the subject areas of Business Management and Economics.

## **Geography Plus**

This unit will explore the environmental change and management within our ever-changing world, with a focus on deforestation and water management at a global, national and local scale. Students will investigate these significant global issues through a variety of case studies and fieldwork, while developing the key geographical and employability skills of evaluation and decision making, with the aim of enhancing their understanding of the global world in which they live. This course will provide a foundation and clear pathway for VCE Geography Units 1-4.

## **History Plus**

This unit will explore the changes in Australian policy towards migrants following significant global events, including post World War II and post-Vietnam War. Students will discover how the Vietnam War affected Australian and Vietnamese people and the subsequent migration of Vietnamese people to Australia. The concept of multicultural Australia is debated through investigation of events that include the Tampa Crisis, Children Overboard and the Cronulla Riots. The contribution of immigrants to Australian society is investigated through student-generated questions to inform a historical inquiry. Students will develop key historical inquiry skills through application of content knowledge to analyse, evaluate and interpret historical sources of information. This course will build on the Year 10 Humanities foundation subject and provide a clear pathway for VCE History Units 1-4.

## **Philosophy**

What is knowledge? What are ethics and how, if at all, are they different to morals? What is fairness? How is a machine different to a human? These are some of the questions asked in Philosophy. Running for six months, the course invites students to wonder, imagine, reasons and above all, think. Students study the history of philosophy, the question of identity, philosophy of religion, scientific answers, ethics and justice. All of this is to promote new ways of looking at the world, and our role in making it better.

One of the most mysterious things on Earth is ourselves; we can spend many years trying to understand who we are and what makes us tick. Philosophy embraces our natural desire to wonder about the world and our place in the world. It gives us freedom to think, imagine and experience. It can take us to some of the deepest levels of the human experience. As it does this, the limits of our thinking are pushed further out, and we can discover a new way of looking at the world.

Students can continue their study of Philosophy at VCE level.

## **Humanities – 3 Period Electives**

### **Global Studies**

Global studies looks at the theory of what it is to be an active citizen in a globalized world and encourages students to explore the how the world is interconnected and the complex nature of inter-dependence between states. The role that Australia has on the international stage and its right and responsibilities to its citizens and non-citizens. It will also focus on what the international community is and how it functions in global affairs, people movement and the ethical dilemmas that emerge. This course will set students up to understand the ethical nature of what it is to be an ethical citizen in the 21st Century and provides a pathway for students interested in the study of Politics or Geography at VCE.



## Subject Outlines – Languages

To participate fully in our increasingly multi-cultural and international world, all students are urged to carefully consider the study of a second language. The Year 10 units of Languages - French and Indonesian - are designed to enable students to use language to interact with others, to develop an awareness of the structure of language, and to gain insight into and appreciation of another culture. This is achieved through dealing with the functions of language in various activities, roles and settings. The linguistic elements of language are developed through the study of topics and through different types of texts.

Once a student discontinues the study of a language, it is extremely difficult to resume it at later years of school. For this reason Eltham High School encourages students to maintain a language in their course for as long as possible. For students with particular strengths in Languages enhancement pathways are available however, due to the progressive nature of the study this should be done in close consultation with the Languages Coordinator.

The study of language is beneficial for not only VCE but also for a range of tertiary pathways and a wide variety of careers. Eltham High School provides a range of activities to support Middle School Languages. These include:

- International Study tours are offered in alternate years to New Caledonia and Malaysia.
- Middle School Languages students are expected to participate in the Language Perfect World Championships and are offered the opportunity to sit for the Australian Language Certificate.
- Native Speaker Support is provided each semester to provide conversation support for students in small groups each semester.

Students selecting Languages in semester one will continue with the study in semester two as a whole year course.

### Year 10 French

Year 10 French is offered as a continuation of the study of the language from Years 7, 8 and 9. The French program continues through to Units 1-4 in VCE.

The study of French is thematic, employing a variety of styles and forms of language use. Grammatical structures, vocabulary, expression and cultural aspects are dealt with in an integral manner during the course. Topics to be studied in Year 10 include: Food, and Parties, Health, some French Art History, Cars, Work, Holidays, Paris, French television and Movies.

As a part of both year levels of study, students complete small research projects. Students are also expected to participate in the Language Perfect World Championships. Year 9 students also are provided with the opportunity to run games and language workshops in the French language for local primary schools.

Coursework: These will cover the various discourse forms used in personal, informative and imaginative language through listening and speaking, reading comprehension, and written tasks.

Assessment: This will be based on the level of competence attained in using the French language in prescribed situations and activities, as well as the level of awareness of French culture. Assessments cover learning strands of listening, speaking, reading and writing.

### Year 10 Indonesian

This course is suitable for students who have studied Indonesian at Years 7, 8 and 9. The Indonesian program continues through to Units 1–4 in VCE. Areas covered are speaking, listening and writing skills related to topics covered. The topics include Personal Profiles and Careers, Food and Cooking, Art, Music and Films, and Health.

Coursework: These will cover various discourse forms used in personal, informative and imaginative language through completion of tasks related to reading comprehension, speaking and listening and writing. Excursions and activities include trip to workplace/s where Indonesian is used in daily business, guest speakers from industry (incursion) who share their experiences with our students on how they use Indonesian at work (Asia Literacy Ambassador's Project), visits to Indonesian Film Festival, restaurants and participation in statewide and national

language competitions in both speaking and writing.

Assessment: This will be based on the level of competence achieved in using Indonesian language in prescribed situations and activities as well as level of awareness of the Indonesian culture.

(The charge for both Languages covers the cost of the Language Perfect subscription and access to the World Championships and the provision of Native Speaker Support over the year.)

## Languages – 3 Period Electives

### **French Cinema and Culture**

The subject focuses on French cultural understanding and encourages students to use French language and film studies terminology in an authentic way. Students are exposed to a number of French films spanning the period from the French New Wave to contemporary French cinema, each of which embodies core aspects of French culture.

The course is taught mostly in English, but also employs French language appropriate to the course content. This encourages student exposure to, and practice of, the French language, serving as an additional outlet for French language students keen to immerse themselves in French culture. It also supports non-French language students interested in the study of film as a medium.



## Subject Outlines – Mathematics

In Year 10 all students study Mathematics. They may select their compulsory Mathematics from: Year 10 Mathematics Extension, Year 10 Core Mathematics, or Year 10 Foundation Mathematics. These three options are designed to reflect the different preparation and background required for the different VCE Mathematics subjects. Students with an interest in maths and its applications may also select the elective Scientific Maths and the Nonlinear World to complement their chosen compulsory maths subject.

Students will receive a course recommendation for their compulsory subject from their Mathematics teacher and are strongly encouraged to seek the guidance of both their teacher and the Mathematics KLA Leader when making their decision about the most appropriate course for them. Students should ensure they are familiar with the recommended pathways for Senior School Mathematics beyond Year 10, which are included in this handbook.

Assessments in the compulsory Mathematics subjects include:

- Skills practice and standard applications: students must satisfactorily complete set exercises and topic tests.
- Application and analysis tasks: students must satisfactorily complete a number of problem solving, analysis and open-ended tasks (the number and type will vary throughout the year and between subjects).
- An examination of the semester's work at the end of each semester.

Students are also expected to make effective use of technology while working mathematically, and students in both Year 10 Mathematics Extension and Year 10 Core Mathematics will begin using a CAS calculator in preparation for VCE study.

### Year 10 Mathematics Extension

Year 10 Mathematics Extension is offered to students who are considering a pathway that includes VCE Mathematical Methods, or who wish to keep their options open. The Year 10 Mathematics Extension course covers the core requirements for the study of Year 10 Mathematics, along with additional content designed to develop students' mathematical background in preparation for the VCE Mathematical Methods pathways.

Year 10 Mathematics Extension is a more challenging course which places strong emphasis on effective algebraic skills, and strengthens and develops the student's existing capabilities and skills through greater depth and breadth across the content covered.

Topics studied include:

- Number and Algebra - Indices and logarithms, Linear equations and graphs, Quadratics and other polynomials, Functions and relations, Transformations
- Measurement and Geometry - Composite solids, Geometric proofs and circle theorems, Trigonometry (including circular functions)
- Statistics and Probability - Representation and interpretation of data, Probability

Students should feel confident in their Year 9 Mathematics, have a secure grasp of the expected level of algebra, and be prepared to challenge themselves further in their maths. Teachers may recommend additional preparation work in the second semester of Year 9 for some students.

Required resources for Year 10 Mathematics Extension: text, TI-Nspire CAS calculator (as specified in the booklist)

## **Year 10 Core Mathematics**

Year 10 Core Mathematics is offered to students who feel it is unlikely that their VCE pathway will include Mathematical Methods. The Year 10 Core Mathematics course covers the requirements for the study of Year 10 Mathematics, and prepares students primarily to study General Mathematics B in Year 11.

The Year 10 Core Mathematics course provides students with a wide variety of mathematical experiences, which vary from practical applications to more abstract problem solving situations.

Topics studied include:

- Number and Algebra - Financial arithmetic, Linear Equations and Graphs
- Measurement and Geometry - Composite solids, Geometric proofs, congruence and similarity, Pythagoras and trigonometry
- Statistics and Probability- Representation and Interpretation of Data, Probability

Students who later elect to study Mathematical Methods in Year 11 are required to study alternative topics in the second semester. Students should be making satisfactory progress in their Year 9 Mathematics. Teachers may recommend additional preparation work in the second semester of Year 9 for some students.

Required resources for Year 10 Core Mathematics: text, TI-Nspire CAS calculator (as specified in the booklist)

## **Year 10 Foundation Mathematics**

Year 10 Foundation Mathematics caters for students whose mathematical skills may not be sufficient to take Year 10 Core Mathematics and who are motivated to complete the requirements for the VCE Foundation Mathematics Units 1 and 2 course, which is delivered through this Year 10 pathway. The course is suited to students who would otherwise have been unlikely to complete any mathematics at VCE level, or who intend to follow a VCAL pathway. As successful completion of the course results in the awarding of two units of VCE study, students must be organised and fully committed to meeting the necessary work requirements.

Year 10 Foundation Mathematics has a strong emphasis on using mathematics in practical contexts relating to everyday life in the community, at work and at study. The areas of study are: Space and Shape, Patterns in Number, Handling Data and Measurement.

Year 10 Foundation Mathematics does not provide a pathway to any other study of mathematics. In particular, it does not allow students to move to General Mathematics B Units 1 and 2 in Year 11. It is essential that students considering this option have researched requirements for courses and careers that may interest them, and are certain that VCE Foundation Mathematics Units 1 and 2 will provide them with a sufficient level of mathematics.

Required resources for Year 10 Foundation Mathematics: text, scientific calculator (as specified in the booklist).

## **Mathematics – 3 Period Electives**

### **Scientific Maths and the Nonlinear World**

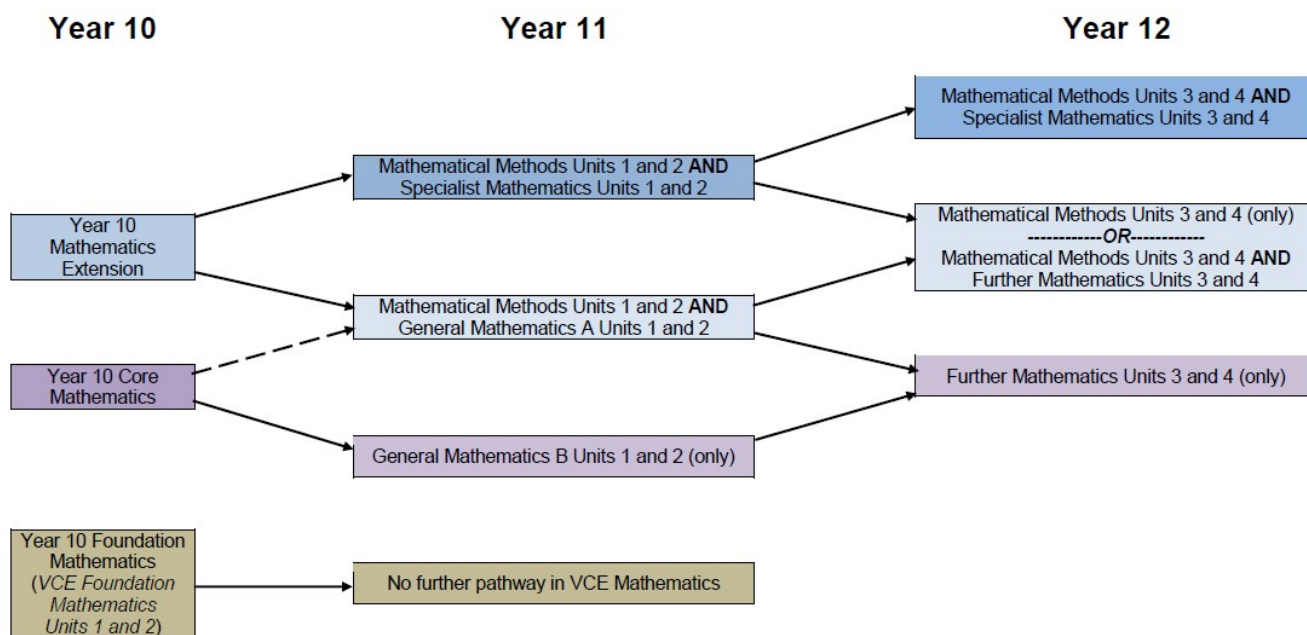
How do you model the flight of a basketball or the path of a rocket? What maths can you learn from a spinning bicycle wheel, a popcorn maker, or the spread of a disease epidemic? The real world isn't simple, and most things don't go in a straight line. What do more advanced mathematical models actually tell us, and how accurate are the predictions we can make from them?

Scientific Maths and the Nonlinear World is an elective subject offered to students with an interest in maths and its applications, and is particularly suited to students who are considering a VCE pathway that may include Mathematical Methods. The subject provides the opportunity to experiment, explore and investigate the way many important nonlinear relationships, which are studied at both Year 10 level and within VCE Mathematical Methods, appear in the real world.

Students will carry out a range of practical experiments to discover, test and analyse the relevant mathematics. The subject gives students the opportunity to develop a deeper understanding of nonlinear functions and relationships, and a practical appreciation for the way mathematical modeling can be used in scientific fields. Students will also further improve their skills in the use of CAS calculators, and a range of other relevant technology.

Required resources for Scientific Maths and the Nonlinear World: TI-Nspire CAS calculator (as required for both Year 10 Mathematics Extension and Year 10 Core Mathematics)

## Senior School Mathematics Pathways at Eltham High School



**NOTE 1:** While a pathway is provided to Mathematical Methods and General Mathematics A from Year 10 Core Mathematics, Year 10 Mathematics Extension is the recommended option for students who are considering following any Methods pathway. Students entering Mathematical Methods and General Mathematics A from Year 10 Core Mathematics must study optional Methods pathway topics throughout the second semester of Year 10 and should expect to complete additional algebraic work.

**NOTE 2:** The Year 10 Foundation Mathematics provides the opportunity to complete VCE Foundation Mathematics Units 1 and 2. Students following this pathway will not be able to continue to any further study of mathematics beyond this, including the other Unit 1 and 2 options offered in Year 11.

## Subject Outlines – Science

### Year 10 Science

At year 10, students will explore each of the following Science disciplines: Biology, Chemistry and Physics, with an emphasis on the practical application of the theory. The practical aspect culminates in a student-designed experiment. Each discipline is composed of a number of topics:

- Physics: The motion of objects, the interaction of forces and the exchange of energy.
- Biology: Heritable characteristics, DNA and genes. The theory of evolution.
- Chemistry: The periodic table. Chemical reactions, products and reactants, rates; balancing chemical equations.
- Earth and Space: The Universe, galaxies, stars and solar systems. The Big Bang theory.

As part of the Year 10 Science Course, all students will undertake research projects, homework worksheets and laboratory work.

Assessment: Tests, problem solving tasks, laboratory reports, a student designed investigation and a semester examination.

### Science - 6 Period Electives

In addition to their core Science choice, student can choose from a range of Science electives designed to provide pathways into a range of VCE subjects.

#### Sports Medicine

Student learning will be concerned with the science associated with sport and the way the body reacts to the demands of sport. There will be many practical activities requiring students to demonstrate skills in methodology, analysis, conclusive statements and review. A significant component of the course is the inclusion of personal sporting experience and applying their learning to improve performance. The relevant areas of study will be cell biology, the nervous system, oxygen delivery and usage, muscle strength, fatigue, human anatomy, dissection, biomechanics and injury management.

Assessment: Practical reports, a research assignment on a selected sport and an investigation into drugs in sport.

This subject may lead to Biology in VCE.

#### Year 10 Psychology

In year 10 there is a large emphasis on the physiological aspects of psychology, such as the functioning of the brain and nervous system, and the body's responses to sleep. Part of the elective is also dedicated to the field of forensic psychology. Moreover, the important topic of mental health will also be thoroughly examined to better inform the students of the prevalence and seriousness of mental health issues. Year 10 Psychology can be studied by students who completed Psychology in Year 9. However, the course structure is also designed for students who are new to the subject area as the key components of research methods and of the practice of psychology are covered.

In completing this elective, students will be better prepared to tackle Psychology at the VCE level, but they are also exposed to areas of psychology that are not covered in the VCE years as to give them a comprehensive understanding of the broad field of Psychology.

Assessment: Ongoing practical activities, empirical research tasks, research evaluations, tests and presentations.

## Science - 3 Period Electives

### **Under the Lens**

This subject is designed to enrich and expand on students' understanding of the core Biological ideas that are explored in Year 10 Science (Inheritance and Evolution) and which underpin Year 11 VCE Science. In particular, this subject explores the 'Tree of Life' which is a concept that extends on Year 10 and is rarely explored in detail in Unit 2 due to the lack of time.

In summary the students will be taught this by exploring examples from each of the main branches of life. In a cycle they will learn about the branch, apply their knowledge in order to select and bring in an example, investigate their sample using scientific processes and skills, focusing particularly on structure versus function.

Students will conduct mini-research tasks to explain observations as well as collaborating with their peers around their investigations. This subject has a strong focus on the practical skills required for success in both Biology, Environmental Science and Chemistry at VCE level.

### **Biology Investigations**

Biology Investigations: This subject is aimed at students who are interested in Science and Biology in particular. It offers a pathway towards year 11 and 12 Biology. The course will investigate and extend aspects of Biology not necessarily covered in year 10 Core Science or the Biotechnology and Sports Medicine electives in order to give students a broader understanding of the concepts and applications of Biology.

### **Chemistry Investigations**

Chemistry Investigations: This subject is aimed at students who are interested in Science and Chemistry in particular. It offers a pathway towards year 11 and 12 Chemistry. The course will investigate and extend aspects of Chemistry not necessarily covered in year 10 Core Science in order to give students a broader understanding of the concepts and applications of Chemistry.

Coursework for this subject includes research projects, homework, worksheets and laboratory work. Assessment will be conducted through a range of tests, problem solving tasks and laboratory reports.

### **Physics Investigations**

Physics Investigations: This subject is aimed at students who are interested in Science and Physics in particular. It offers a pathway towards year 11 and 12 Physics. The course will investigate and extend aspects of Physics not necessarily covered in year 10 Core Science in order to give students a broader understanding of the concepts and applications of Physics.

Coursework for this subject includes research projects, homework, worksheets and laboratory work. Assessment will be conducted through a range of tests, problem solving tasks and laboratory reports.

## Section 3 – Year 10 Examination Rules

**All students need to ensure that they are familiar with all requirements expected during exams.**

### General

Please check the Year 10 Examination timetable in Compass for your allocated Exam times. Arrive at school early and ensure that you know the correct location of your examination room.

The doors of the examination room will be opened 10 minutes before the starting time for the examination. You will not be allowed to leave the examination room until the end of the scheduled finishing time for each exam.

Students must bring to the examinations their own writing equipment, erasers, ruler, dictionary, correct calculator, etc. These must be carried and stored in a clear plastic pocket. Pencil cases and bags are not to be brought to the examination room.

Students must not bring to the Examinations mobile phones, ipods or other types of music or electronic communication devices.

Students may bring bottled water into an examination room with the following conditions:

- The water is in a clear plastic bottle (no label).
- The bottle has a secure lid.
- The capacity of the bottle is no more than 1500 ml.
- The water bottle must not be placed on the desk at anytime.
- Water bottles must not be re-filled during the examination.
- Water bottles must not be shared between students.

### Conduct at Examinations

**Please take particular note of the following rules in addition to EHS School Rules.**

During any examination you must not have in your possession any book or notes or blank paper (apart from the materials distributed for that examination) or any other resources that would improperly help you in your work. An exception applies to subjects which allow the use of bound resources or notes during examinations.

**During any examination you must not:**

- talk to or signal to other students;
- have in your possession any electronic device (including mobile phones and electronic dictionaries) apart from calculators (for those subjects in which they are permitted);
- directly or indirectly help any other student;
- permit any other student to copy from or otherwise use your papers;
- directly or indirectly accept help from any other student;
- use any papers of any other student;
- behave in a manner that disrupts other students;
- all students must remain seated until all completed examination papers have been collected by supervisors.



## Use of Dictionaries

If you require the use of a dictionary in the examinations you must provide your own. The use of dictionaries in examinations is subject to the following conditions:

- A dictionary may not contain any additional material that may help you in the examination of the subject concerned.
- The supervisor at the examination room has the authority to inspect your dictionary.

## Use of Calculators

Students must use the school-approved scientific or CAS calculator in their examinations, if permitted. Please ensure that you bring your own calculator and that you have a spare set of batteries for your CAS calculator. No batteries will be supplied during the exam.



## Section 4 – Forms

**YEAR 10 in 2019**

### Subject Selection Outline and Process

In Year 10 students are required to undertake compulsory subjects. In addition, a range of elective subjects are available to introduce students to the concepts, ideas, skills and knowledge that they will encounter in their VCE or VCAL pathway.

The Year 10 Course Outline is set out below. Students are asked to carefully read the subject descriptions in the Year 10 Handbook and to consult widely with family, teachers and Key Learning Area Coordinators when considering options for 2019:

Year 10 Handbook can be viewed online at: <http://web.elthamhs.vic.edu.au/internet.htm>

Key Learning Area	Study Requirement	Electives I am considering
English	This is a full year subject for all students.	
Mathematics	This is a full year subject for all students. Students choose between three different Mathematics pathways. Please refer to the attached Mathematics Pathway Form.	
Humanities	All students must undertake Humanities for one semester which comprises key units in history, geography and economics. In addition, students can choose from a range of other Humanities electives.	
Languages	Students are strongly encouraged to continue their study of either Indonesian or French into Year 10. Language is a full year elective.	
Science	Students must undertake one semester of Science. A range of additional Science electives can be selected.	
Arts	Students must undertake at least one Semester long Arts elective. A range of additional Arts electives can be selected.	
Technology	Students must undertake at least one Semester long Technology elective. A range of additional Technology electives can be selected.	
Health and Physical Education	Students must undertake at least one Semester long Health and Physical Education elective. A range of additional Health and Physical Education electives can be selected.	
Enhancement	Students have the opportunity to undertake enhancement units at Year 10 by accessing VCE Units 1 and 2 and/or VET studies. You will need to complete an Enhancement Application Form.  If you are applying for an enhancement please consult with your teachers, your coordinator and Mr Pringle in the Careers/Pathways Office.	
Tutorial	All students participate in a Tutorial group.	

**Subject selection process:**

The Webchoice link will be sent to your school email address.

**You must fill in your subject preferences online in the Webchoice Program before 13 August, 2018.**

Print out your completed Webchoice form and have it signed by a parent or guardian before submitting the signed form to the Senior School Office.

## Course Planning Template

### YEAR 9 INTO YEAR 10 COURSE PLANNING TEMPLATE

	LINE 1 (6 period)	LINE 2 (6 period)	LINE 3 (6 period)	LINE 4 (6 period)	LINE 5 (6 period)	LINE 6 (6 period)	LINE 7 (3 period)
<b>SEMESTER 1</b>	CORE ENGLISH	CORE MATHEMATICS	CORE HUMANITIES	Students must choose 1 x ART elective	Students undertaking a LANGUAGE OR Students must choose 1 x elective	Students undertaking a UNIT 1&2 ENHANCEMENT OR Students must choose 1 x elective	CORE PE
<b>SEMESTER 2</b>	CORE ENGLISH	CORE MATHEMATICS	CORE SCIENCE	Students must choose 1 x Technology elective	Students undertaking a LANGUAGE OR Students must choose 1 x elective	Students undertaking a Unit 1&2 ENHANCEMENT OR Students must choose 1 x elective	Students must choose 1 x 3 period elective offered

Please note :

- Students who are currently undertaking a Language - > This will count for a possible elective and run across both semester 1 and semester 2.
- Students who are currently undertaking a Unit 1 & 2 Enhancement -> This will count for a possible elective and run across both semester 1 and semester 2.

## VCE Enhancement Application Form

Year 10 - 2019

Student Name: ..... Form Group: .....  
 Mobile: .....

In 2019 I would like to be considered to study Units 1 and 2 in the following subjects:

Preference 1: ..... It is important to indicate more than one preference, as it will not always be possible to be placed in an enhancement study if only one subject is chosen.  
 Preference 2: .....  
 Preference 3: .....

Attach Report for Semester 1, 2018. \*

\*Applications submitted without the Semester 1 Report will not be considered.

I understand that:

- My placement in the Enhancement Program in 2019 will be dependent on my continuing to achieve **excellent results** in ALL subject areas.
- If I am offered a place in the Enhancement Program for 2019, I am still required to undertake six subjects during my Year 11 year, and five subjects during my Year 12 year.
- Being offered a place in my chosen subject in the Enhancement Program for 2019 will be dependent on my Year 9 progress, the timetabling of subjects and the availability of student places in the subject.

.....  
 Student Signature

.....  
 Parent/Guardian Signature

.....  
 Date

**Relevant Teacher's & Coordinator's Recommendation:**

Teacher Comments:

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	Rec	Not Rec	Name / Signature
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	..... Date: .....
Year 9 Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	..... Date: .....

**Please submit;**

- this Enhancement Application,
- your Maths Recommendation, and
- your signed Webchoice Form

to the Senior School Office no later than **Monday 13 August, 2018.**

## Mathematics Pathway Recommendation Form

For students in Year 10, 2019

Student Name: ..... Form Group: .....

In Year 10 all students select one of the three Mathematics pathways. In addition to this, students have the opportunity to complete additional Mathematics studies through the elective program.

All students are required to consult with their Year 9 Mathematics teacher and obtain their recommendation for the most suitable Mathematics pathway by completing this form. Once your form has been signed by a parent or guardian it must be submitted to the Senior School Office along with your subject selection printout by **Monday 13 August 2018**.

Any queries regarding Mathematics pathways should be made to your Year 9 Mathematics teacher or a Mathematics KLA Coordinator - Tania Cocco or Aaron Jensen.

### MATHEMATICS:

	Rec	Not Rec	Teacher's name and signature
Foundation Mathematics *	<input type="checkbox"/>	<input type="checkbox"/>	..... Date: .....
Mathematics Core	<input type="checkbox"/>	<input type="checkbox"/>	..... Date: .....
Mathematics Extension	<input type="checkbox"/>	<input type="checkbox"/>	..... Date: .....

Please note: Where places are limited or a student's selection is not the recommended option, decisions regarding Mathematics classes will be made by Senior School in consultation with the Mathematics KLA Coordinator, the student and their parent or guardian.

.....  
Student Signature    Parent/Guardian Signature    Date

### The Two Step Process for Subject Preference Selections:

1. Please enter your subject preferences on the Webchoice database in priority order:  
<https://web.edval.com.au/mysubjects>
2. Use the supplied username and password to login. A separate document is available for log-in help. You must print your preference selection, and have the printout signed by a parent/guardian. The signed form must be submitted to the Senior School Office no later than **Monday 13 August, 2018**.



## Section 5 – Course Charges (Indicative costs – 2018)

<b>Year 10 Subjects</b>	<b>2018</b>
Active for Life	\$ 120
Art	\$ 30
Art Now - Contemporary Art and Ideas	\$ 30
Electronics	\$ 70
Film - Narrative and Production	\$ 20
Food by Design	\$ 80
Intensive Training Football	\$ 30
Languages (Indonesian or French Studies) - <i>Native Speaker Program</i> **	\$ 60
Outdoor Education	\$ 250
Patisserie	\$ 100
Photography#	\$ 40
Product Design -Fashion	\$ 55
Product Design - Furniture Construction	\$ 80
Product Design - Metal	\$ 70
Visual Communication & Design	\$ 30
VET: Cert 11 Hospitality	\$ 500

# Some material and accessories will also need to be purchased

\*\* Not payable if Native Speakers are provided by DET