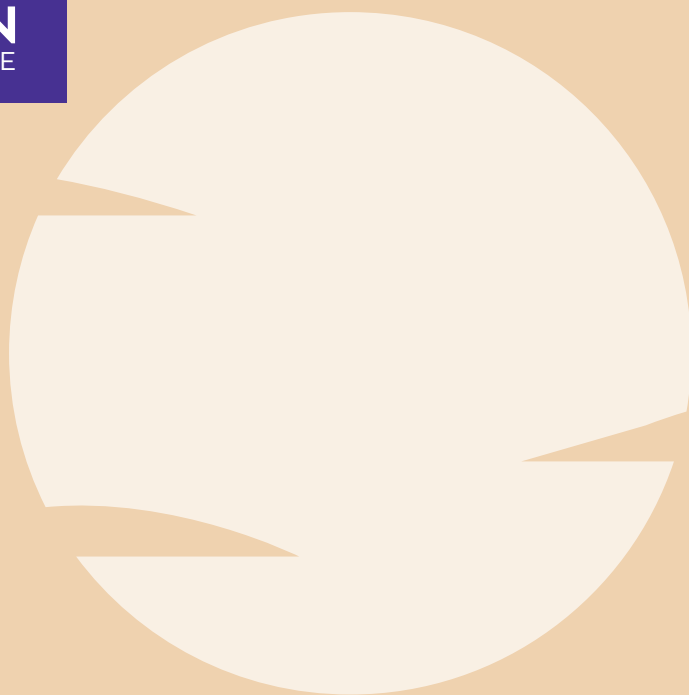




**BRIGHTON**  
SECONDARY COLLEGE



# YEAR 10 HANDBOOK



ARTWORK BY TOBY HELYER

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# YEAR 10 PROGRAMME

Students in Year 10 are entering the Senior School and are beginning the journey towards their future pathways. There is an increased workload and greater expectations of independent study. Students will undertake examinations in all their studies for the first time at the end of Semester 1.

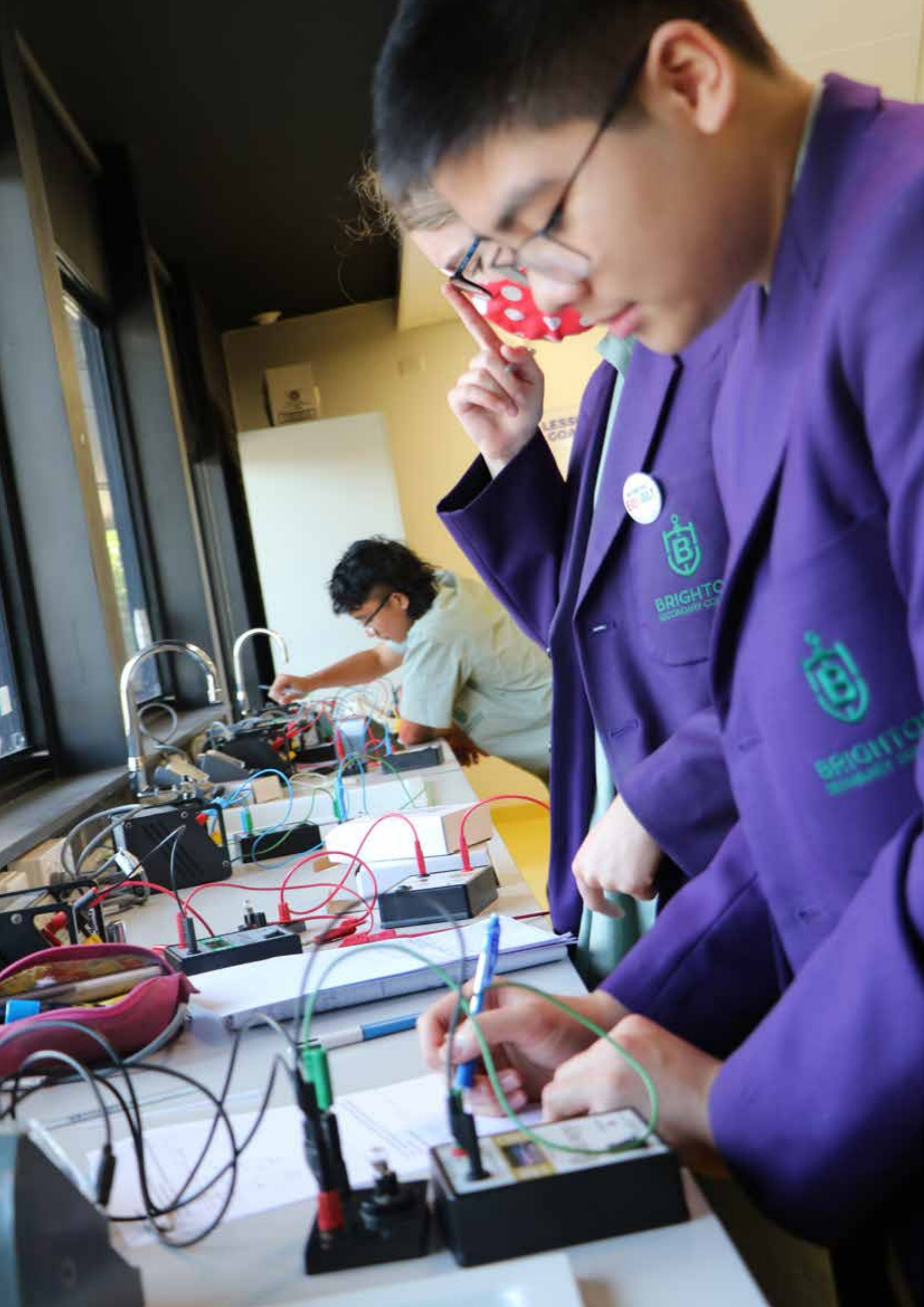
Throughout Year 10, there is a strong emphasis on career exploration and future pathways. Students undertake course counselling interviews, model employment interviews, and listen to quest speakers. All Year 10 students also participate in the work and career experience program.

This handbook outlines possible Year 10 electives. Its purpose is to provide parents and students with an overview of the course structure and a description of the various electives.

All Year 10 students will study two semesters of English, Mathematics, Science, and Humanities. In addition, they will choose 4 electives (two per semester).

If students choose to study a language, it must be undertaken as a two-semester elective.

If a student chooses to study ADVANCE (Incorporating Outdoor Education), it must be undertaken as a two-semester elective. Students who include any Outdoor Education electives, including ADVANCE in their choices, will be required to meet the conditions for selection outlined in the College's Outdoor Education Policy.



# YEAR 10 SEAL CURRICULUM

## YEAR 10 SEAL ELHES

The Year 10 SEAL ELHES curriculum is a continuation of the Year 9 SEAL ELHES curriculum. Students will continue with an accelerated curriculum in English and Humanities, undertaking Units 1 and 2 of Literature, Unit 1 of History and Unit 1 of Global Politics. Students will also study Mathematics and Science as core subjects with electives selected from the Year 10 elective choices. The specific ELHES VCE English and Humanities subject information is provided following the main curriculum information

## YEAR 10 SEAL I&E

The Year 10 SEAL I&E curriculum is a continuation of the Year 9 SEAL I&E curriculum. Students will continue with an accelerated curriculum in VCE English, Humanities, and Mathematics, undertaking Unit 1 English Language, Unit 1 of Business Management, and Unit 1 of Economics and Unit 1 of General Maths. Semester 1 in English and Semester 2 in Mathematics will be composed of components of both semesters of the English and Mathematics for core subjects. Students will also study Science as for core subjects with electives selected from the Year 10 elective choices. The specific I&E English, Humanities and Mathematics VCE subject information is provided following the main curriculum information.

## YEAR 10 SEAL STEM

The Year 10 SEAL STEM curriculum is a continuation of the Year 9 SEAL STEM curriculum. Students will continue with an accelerated curriculum in Mathematics and Science, undertaking Units 1 and 2 of Mathematical Methods, Unit 1 of Biology and Unit 1 of Physics. Students will also study English and Humanities as core subjects with electives selected from the Year 10 elective choices. The specific STEM Mathematics and Science VCE subject information is provided following the main curriculum information



# CORE SUBJECTS

## ENGLISH

### THIS IS COMPULSORY FOR ALL STUDENTS FOR BOTH SEMESTERS

This unit is focussed on the study of language by exploring a variety of texts and forms of written and spoken expression. Students learn to appreciate, enjoy and use language. They will develop their ability to explore complex themes, ideas and issues, and develop their ability to refine and express their ideas, both verbally and in the written form.

#### AREA OF STUDY

- Reading and the study of texts
- The craft of writing
- Speaking and listening

#### STUDENTS WILL FOCUS ON THE FOLLOWING FORMS OF WRITING:

- Creative
- Persuasive
- Expository
- Analytical responses to texts/media
- Argumentative and issues based writing

#### LEARNING OUTCOMES

- Read, view, analyse and discuss contemporary and classical texts
- Analyse and discuss informative and argumentative texts
- Compare and contrast the typical features of particular texts
- Plan, write and present several pieces of writing using various styles
- Proofread and edit work for accuracy, consistency and clarity
- Engage in discussion and provide and justify opinions
- Prepare and deliver presentations that explore complex issues or information to engage an audience

## ENGLISH AS AN ADDITIONAL LANGUAGE

This study is for Non-English-speaking students who have been residents in Australia for less than seven years. Tuition in the student's homeland must be in a language other than English to qualify for this subject.

#### DESCRIPTION

- Reading a variety of texts
- Text response: including novels and films
- Writing folio: expository, creative, argumentative, analytical
- Listening tasks
- Oral presentations
- Language skills: sentence structure, vocabulary, punctuation and paragraphing

#### LEARNING OUTCOMES

- Speaking and listening
- Reading, writing and viewing

#### TOPICS

- Issues in the media
- Film study - 'The Sapphires'
- Graphic fiction text - 'Coraline'
- Comparative film and text study
- Grammar, spelling, vocabulary - Education Perfect
- Persuasive Language

## GENERAL HUMANITIES

This compulsory unit aims to develop the students' skills and knowledge in the following areas:

- History
- Civics and Citizenship
- Economics
- Geography

### TOPICS

- WWII
- Civil rights and responsibilities
- Justice and the Legal system
- Global wellbeing
- Environmental management
- The global economy
- Consumer choice

### LEARNING OUTCOMES

- Analyse events which contributed to the outbreak of WWII
- Analyse the impact of some key wars and conflicts in the twentieth century.
- Explain key principles of the justice system such as fairness, equality, and access.
- Evaluate how just Australia's legal system is for young people.
- Analyse the impact of human activities on natural systems.
- Describe the impact of resource development and use on a natural environment.
- Identify strategies to address the use and management of our natural environment.
- Describe the relationship between current use of the environment and future availability of resources.

## SCIENCE

### DESCRIPTION

Science helps us to understand why we need to wear seat belts in motor vehicles.

Year 10 science is an opportunity to develop your understanding of Biological, Chemical, Earth and Physical Sciences and how they relate to everyday life. The year 10 science program will help you to deepen your scientific knowledge; and to decide which fields of science you find the most interesting. It will also help you to understand where science fits within career pathways and specific career choices.

### TOPICS

#### BIOLOGICAL SCIENCES

- The transmission of heritable characteristics from one generation to the next involves DNA and genes.
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

#### CHEMICAL SCIENCES

- The patterns of Chemistry can be found in the Periodic Table of the Elements, and the way chemical names and formulas are written.
- Different types of chemical reactions are used to produce a range of products and can occur at different rates.

#### EARTH AND SPACE SCIENCES

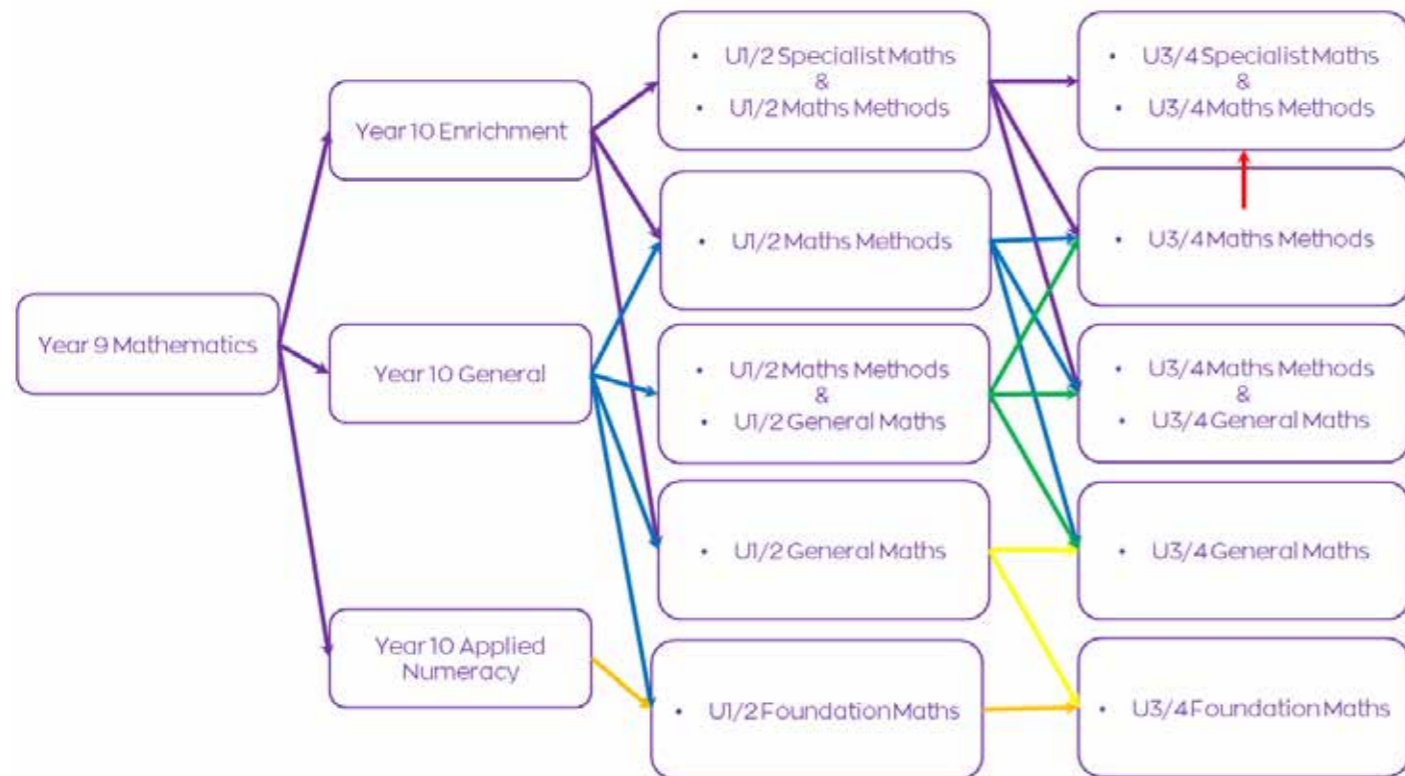
- The universe contains features such as galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe.

#### PHYSICAL SCIENCES

- The motion of objects can be explained in terms of forces and energy



# MATHEMATICS FLOWCHART



## MATHEMATICS

Year 10 Mathematics is compulsory in both semesters. Based on their performance in Year 9, students may be offered one of three alternative Mathematics subjects:

- Applied Numeracy
- General Mathematics, or
- Enrichment Mathematics

These programs aim to give each student the opportunity to achieve their maximum individual improvement and to better engage with Mathematics. Extension and remedial options will still be available within all Year 10 General Mathematics classes, and the College will continue to aim to prepare all Year 10 students for future studies. Year 11 Mathematical Methods will be open to both Enrichment and General students who demonstrate the necessary attitude and skills during Year 10.

### APPLIED NUMERACY

This subject focuses on applying mathematical skills on a personal level. There is a heavy focus on the mathematical processes' students would use in their daily lives, as well as skills they might need for a future workplace. The subject will avoid heavily abstract algebraic topics. Students will often be working on application projects which could include:

- Financial projects such as evaluating interest rates, tax statements, mortgage payments, and superannuation choices
- Consumer projects such as determining the best value and discount comparisons
- Business projects such as organizational skills using spreadsheets
- Measurement projects such as creating blueprints for architecture

This subject will help students prepare for their lives beyond school as well as prepare students for VCE Foundation Mathematics should they choose to continue their mathematics classes at a VCE level.

### GENERAL MATHEMATICS

This subject aims to give students the opportunity to:

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Build confidence in their own knowledge of mathematics, and to feel able to acquire and apply new knowledge and skills when needed
- Become empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- Develop understanding of the role of mathematics in life, society and work, the role of mathematics in history and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

### TOPICS (SELECTED FROM):

- Indices & Scientific Notation
- Linear Relationships and Graphing
- Expansion and Factorisation
- Measurement
- Geometry
- Trigonometry
- Quadratic functions
- Probability
- Statistics
- Financial Mathematics

### ENRICHMENT MATHEMATICS

Enrichment Mathematics is specifically designed to meet the needs of students who are passionate and highly engaged with their mathematical studies. While selecting from the same topics as Year 10 General Mathematics and additional topics students will have the opportunity to undertake acceleration activities and enriched tasks designed to expand their Mathematical knowledge and skills.

Selection will be based on demonstrated strong ability in Year 9 Mathematics, especially in algebra, as well as a strong, positive attitude to learning. Students who are one semester or more ahead for Number and Algebra on their Semester 1 report, and who have been awarded a 'Very Good' or higher rating on all their work habits will be offered a place. A second round of offers may be made based on Semester 2 results and availability of places.

# THE CREATIVE ARTS

## DRAMA

### DESCRIPTION

This study introduces students to:

- Solo Performance incorporating a variety of theatrical styles and conventions
- Group performance including interpreting established texts, writing imaginative scripts using established dramatic forms and styles.
- Developing and understanding of analytical skills.
- In Term 2 students will be offered the opportunity to work with the Malthouse Theatre Suitcase Series creating a play that will be performed with a variety of schools at the Malthouse

### TOPICS

- Character building/acting skills
- Improvisation
- Use of dramatic elements, forms, styles and conventions to convey meaning
- Interpretations of texts, characters and scripts from a range of cultural sources.
- Practical demonstration of one stagecraft element

### LEARNING OUTCOMES

- Make and present drama that explores a range of themes, issues and ideas.
- Structure and present dramatic works to chosen theatrical styles and forms.
- Analyse and interpret the structure, content and aesthetic qualities of drama and the role of drama within different cultural contexts.

## MUSIC

### DESCRIPTION

This study introduces students to:

- Solo/group performance incorporating a wide variety of musical styles.
- Musical analysis and development of aural skills, theory and Music notation.
- The use of music technology including software to compose and arrange music.
- Effective approaches to Personal Practise, Performance and Composition.
- Investigate and study the development of contemporary music.

### TOPICS

- Group Performance
- Popular Contemporary Music
- Approaches to stylistic versatility
- Composition and arrangement
- Musicianship
- Develop a practise routine

### LEARNING OUTCOMES

- Learn, rehearse and develop an approved repertoire of music for live performance
- Develop musicianship skills including aural and theory skills, rhythm, analytical and stylistic depth of knowledge
- Develop accomplished instrumental skills on a chosen instrument/vocals

## MEDIA

### DESCRIPTION

Studying Media will provide students with the opportunity to develop vital skills and knowledge relating to mass communication in the modern age. Media texts (films, photographs, newspapers, etc.), technologies (cameras, editing software) and processes (planning, creation and publishing) will be analysed from different angles including their structure and features, methods of production and distribution, audience reactions and their impact on society. The study of Media is relevant to students with a wide range of interests and skills, including those who wish to pursue further study in Media at VCE, the tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for active participation in contemporary society.

### AREAS OF STUDY

- Media forms including:
- Audio visual media (film, television, radio, video, photography).
- Print-based media (newspapers, magazines and related publications).
- Digital media technologies (the Internet, computer games and interactive multimedia).
- The media and its relationship with society and culture.

### TOPICS

- Investigation of several aspects of the media industry and identifying what makes successful products.
- Using movie making software, digital photography and audio software to create specific designs and resources, ie. advertisements, film, photo storyboards, magazine layouts.
- Create and publish a short video film.
- Develop teamwork and communication skills between the group members.
- Encourage leadership and/or supervisory roles within teams.

### LEARNING OUTCOMES

- Analyse and develop solutions to information problems, for example, creation of a short film, both individually and as a team member, using a range of skills, processes and equipment.

## STUDIO ARTS (TRADITIONAL & MODERN)

### DESCRIPTION

This study introduces student to:

- Drawing/painting
- Printmaking
- Pottery/sculpture
- Art history

and is strongly recommended for students wanting to study Year 11 and Year 12 Studio Art.

### TOPICS

Overall Focus: Modernist Art of the 20th Century.

- Drawing: Still life, landscape, portraiture, figure studies
- Painting: extension from one of the above, beginning with experimenting with acrylics, watercolours and oils completing one major artwork
- Printmaking: research ideas and techniques and produce an edition of prints
- Pottery/sculpture: analysing and examining past and contemporary works, making a figurative ceramic art work.

### LEARNING OUTCOMES

- To enable students to compile a folio of art work which addresses all the above disciplines and illustrates evidence of a development of student's individual style and an appreciation of art aesthetics.
- The acquisition of skills enabling an individual or group presentation of an written, oral or power point assignment; which addresses the historical content of the course.
- To enable students to complete a major art piece in one or more of the listed disciplines and topics as listed.

## VISUAL COMMUNICATION AND DESIGN

### DESCRIPTION

This study introduces students to

- Architectural Drawing Plans
- Poster, Packaging & Designs
- A range of both computer and technical drawing
- Rendering techniques using different media

### TOPICS

- Conceptualizing ideas through brainstorming
- Analysis of graphic materials
- Developing designing and finishing new products and building plans
- Final presentation of folio work

### LEARNING OUTCOMES

- To enable students to develop skills in presentation of design work.
- To develop skills in graphic design and folio presentation.
- To enable students to complete a major graphics piece from initial idea to folio presentation.

# TECHNOLOGY

## ICT AND BUSINESS

This subject aims to introduce students to ICT, financial literacy, laws and current issues that are relevant to business environments. A range of topics and software are covered and students complete a research presentation on a topic of their choice.

### TOPICS

Students will be involved in the following areas of study and skill development:

- Learning basic skills in Adobe Photoshop to create advertising products for their fictional business, and images for a website
- Using a content management system, such as Wordpress, to create a website for a fictional business
- Learning a range of skills in Excel
- A range of theory topics related to ICT issues, technology and ethics in Business
- Financial literacy covering a range of topics including interest, investments, credit cards, costs of purchasing a car and budgets

### LEARNING OUTCOMES

- Analyse and develop solutions to information problems, both individually and as a team member. To get exposure to software, theory knowledge and ICT skills that will help students in their business lives.

## DIGITAL IMAGING 2

### DESCRIPTION

In this subject students develop knowledge and skills in the creation and use of web publications and digital imagery. This subject can prepare students for Year 11 ICT, Media, Visual Communication and Design and further tertiary study.

### TOPICS

Students complete a range of tutorials and creative projects that focus on developing practical skills that can be applied to ICT and further digital practices

Students will complete a digital portfolio of work

Students gain an understanding of a range of roles that digital designers work within, including web publishing and online media

### LEARNING OUTCOMES

- Students will analyse and develop solutions to information problems, both individually and as a team member, using a range of skill, processes and equipment.
- Students will also demonstrate skills and an understanding of:
- Image creation and digital manipulation using
- Adobe Photoshop and Adobe Illustrator
- Web page construction using WordPress and Dreamweaver
- Design and presentation principles for all media forms, how to make an impact to targeted audience
- Application of future career interests to specific skills and understandings of ICT, digital imagery and media jobs

## DESIGN TECHNOLOGY: TEXTILES

### DESCRIPTION

Students are introduced to folio development, design elements and principles, fashion illustration and garment construction. Students will produce a design folio and make a garment.

### TOPICS

- Understand and learn the product design process
- Design and construct a garment using a commercial sewing pattern
- Evaluate production process and finished product
- Develop a client specific design folio, including a design brief, evaluation criteria, research and sketches

### LEARNING OUTCOMES

- Analyse the appropriateness of using particular materials, including materials for specific purposes.
- Prepare detailed design briefs, make products using relevant equipment and analyse the effectiveness of the products with reference to specified criteria
- Develop innovative solutions to design and garment construction problems.

## DESIGN TECHNOLOGY: WOOD

### DESCRIPTION

Students construct a coffee table and/or other wooden projects using hand tools and some machine tools to develop skills in measuring, marking out, sawing, planing, chiselling and sanding.

### TOPICS

- Health and safety
- Working from and developing innovative plans
- Production processes and techniques

### LEARNING OUTCOMES

- Analyse the appropriateness of using particular materials.
- Prepare detailed design proposals, using traditional equipment and new technologies.
- Opportunities to integrate laser cutting and CAD/CAM technology into finished products
- Make products using some complex equipment.
- Develop innovative solutions to problems using qualitative and quantitative methods.

## FOOD TECHNOLOGY: FOOD & NUTRITION

### DESCRIPTION

This course allows students to look at hygiene and safety in food handling. Students will follow a course of study based on the nutrients, factors influencing food choice and associated dietary-related diseases.

Students develop their skills in descriptive writing in food preparation processes and describing sensory properties of food and presenting work using different forms of ICT. Production classes focus on exploring a wide range of different cooking methods, and students prepare dishes which are specifically linked to the learning outcomes.

### TOPICS

- The Nutrients
- Dietary-related diseases
- Food Analysis

### LEARNING OUTCOMES

- Show a clear understanding of major vitamins and minerals, and relevant dietary-related diseases.
- Demonstrate an understanding of vegetarianism and create a menu based upon optimising their nutrient intake.
- Prepare nutritious dishes that reflect healthy eating habits.

# HEALTH & PHYSICAL EDUCATION

## SPORTS COACHING AND PERSONAL TRAINING

### DESCRIPTION

#### PRACTICAL CONTENT

Students will complete a 6 week training program as well as the opportunity to participate in a range of physical activities including: football, soccer, basketball, netball, tennis, hockey, softball/baseball, gymnastics, aerobics and golf.

#### THEORETICAL CONTENT

##### TERM ONE: EFFECTIVE TRAINING PROGRAMS

Students will complete an activity analysis and fitness testing. They will study fitness programs and have an understanding of ways to improve relative fitness. They will develop a six week training program and perform the program during the semester.

##### TERM TWO: COACHING AND PRACTICE

Students will study different coaching styles, stages of learning and various forms and methods of practice. They will delve into examples of an exemplary coach and injury prevention, culminating in the student coaching a junior team.

#### ASSESSMENT

Both the practical and theoretical components of this subject must be passed. Assessment includes the following:

- Practical participation, teamwork and game play, class-work, tests, laboratory reports, written and oral reports and an end of unit exam.

## SPORTS PHYSIOLOGY & PERFORMANCE

### DESCRIPTION

#### PRACTICAL CONTENT

Students will have the opportunity to participate in a range of physical activities that may include football, soccer, basketball, netball, hockey, softball/baseball, aerobics and circuits and weight training.

#### THEORETICAL CONTENT

##### TERM ONE: HOW DOES THE BODY PRODUCE ENERGY?

- Students will study food fuels, energy systems, the body's use of oxygen and acute responses to exercise to understand how the body creates energy.

##### TERM TWO: BIOMECHANICAL PRINCIPLES

Students will be introduced to Biomechanics; including motion, human movement, newton's three laws, forces, levers, centre of gravity and momentum.

#### ASSESSMENT

Both the practical and theoretical components of this subject must be passed. Assessment includes:

- Practical participation, teamwork and game play, class-work, tests, laboratory.
- Reports, written and oral reports and an end of unit exam.

# OUTDOOR EDUCATION

**STUDENTS WHO INCLUDE ANY OUTDOOR EDUCATION ELECTIVES IN THEIR CHOICES WILL BE REQUIRED TO MEET THE CONDITIONS FOR SELECTION OUTLINED IN THE COLLEGE'S OUTDOOR EDUCATION POLICY.**

**STUDENTS CAN ONLY CHOOSE TO STUDY EITHER OUTDOOR EDUCATION OR ADVANCE. BOTH SUBJECTS REQUIRE AN APPLICATION TO BE COMPLETED.**

## OUTDOOR EDUCATION

### (ONE SEMESTER SUBJECT)

#### DESCRIPTION

Outdoor education aims to introduce students to sustainable relationships between people and natural environment. Students would be involved in a range of outdoor activities and will be introduced to skills and techniques required for safe participation in the outdoors and general community, while developing an appreciation and understanding of the natural environment.

#### PRACTICAL CONTENT

Students will have the opportunity to participate in a wide range of practical based activities. These may include:

- Bush walking and camping
- Water based activities including swimming, surfing, and snorkelling
- Bike riding
- Rock climbing

#### THEORETICAL CONTENT

Students will investigate the theory component for certain outdoor activities as well as a number of learning modules will be undertaken, based on community, communication and project management.

Students will complete an assessment task each term, demonstrating subject specific content knowledge.

#### ASSESSMENT

Students need to pass both the Practical and theoretical component of this subject and successfully achieve standards in the recognised training course above.

# HEALTH: YOUR BODY, SEX AND SOCIETY

## DESCRIPTION

This Course is a semester study of teen behaviours including

- Sexuality, sexual anatomy and practices, and harm minimisation;
- Pregnancy: stages of, contraception, and child development;
- Parenting responsibilities including care of newborns and toddlers;
- Issues affecting teens: partying, drugs, sexuality, eating disorders, and more;
- Driver safety: road accidents, your decisions and becoming a safe driver.

## PRACTICAL CONTENT

Students will explore the content of each learning module, based on text content, research and first hand experience with relevant organisations.

## THEORETICAL CONTENT

Students will explore the content of each learning module, based on text content, research and first hand experiences with relevant organisations.

## ASSESSMENT

Students will be required to complete assessment tasks, topic tests and an exam to demonstrate content knowledge. They need to pass set assessment tasks, attend all class sessions with a mature attitude and behave within the school's 'Code of Conduct' to successfully complete this course.

# LANGUAGES

## FRENCH

### DESCRIPTION

The Year 10 French course corresponds very well to students who wish to become more advanced in French. Basic structures of French will be reinforced using graded reading materials and written tasks. It equips students to study French at VCE level.

### TOPICS

French language and culture is taught through examination of the following topics:

- Friendships
- Childhood Memories
- Historical Figures
- The Environment
- Future Aspirations

### LEARNING OUTCOMES

- Listening – Use context and resources to decipher meaning.
- Speaking – Be able to sustain a short conversation on a given topic
- Reading – Show comprehension of a written document and identify important grammatical features of the text.
- Writing – Write short pieces in French

## JAPANESE

Students should have completed Units 1- 4 of Obento Supreme or equivalent.

### DESCRIPTION

The course is intensive and equips students to cope with VCE Japanese. The emphasis is on communication competence and practical language skills, as well as proficiency in reading and writing Japanese scripts in a variety of contexts. Students will develop skills in understanding modified materials and communicating in a variety of situations.

### TOPICS

Japanese language and culture is taught through the following topics:

- Shopping
- Describing People
- Food and Restaurant situations
- Japanese and Australian Schools
- Giving Directions
- Sports and Hobbies
- Part-time Jobs

### LEARNING OUTCOMES

- Listening – Use context and resources to decipher meaning.
- Speaking – Sustain a conversation of three to five minutes using suitable pronunciation and intonation.
- Reading – Demonstrate comprehension of various types of modified written texts.
- Writing – Write and structure a text according to its text type, using known vocabulary, script and grammatical patterns.

# INVESTIGATING IB

## COULD THE IBDP BE RIGHT FOR ME?

In this semester-length subject, students are introduced to the learning and teaching styles associated with IBDP (International Baccalaureate Diploma Program). The subject will offer students the agency to explore real-life contexts and areas of personal interest. As a class, students will engage with a range of perspectives and consider ethical propositions in art (literature, fine art, music etc.) and technology. A student who is inquisitive, open-minded, can think conceptually and has the ability to manage their time and themselves is well-suited to this subject.

### CONTENT (EXAMPLE ONLY)

- Who determines what art is valued, and on what criteria?
- On what criteria could it be decided if the government has the right to censor art that is deemed immoral or blasphemous?
- How might personal prejudices, biases and inequality become “coded into” systems? Can algorithms be biased?
- Should we hold people responsible for the applications of technologies they develop/create, such as Facebook and Tik Tok?
- Determined by student/class

### ASSESSMENT

Assessment includes a range of formative tasks culminating in an exhibition presented to an audience.

Their study is complemented by an extended research task, with a written component, on a topic and prompt of their choosing. This is assessed independently of the exhibition.

### RELATIONSHIP TO FURTHER OPTIONS

By taking this subject, students will be able to make an informed choice about their Senior School Pathway – IBDP or VCE. Note: This subject is not a prerequisite for the IBDP at Brighton Secondary College.

# YEAR 10 SEAL ELHES CURRICULUM

## ENGLISH: LITERATURE VCE UNITS 1 & 2

This course is ideal for the keen, independent reader of fiction, who is able to write fluently and enjoys the close reading of fiction texts. The course involves intensive study of a range of challenging fiction, both from past and contemporary social and cultural contexts, and includes the close study of plays, novels, short stories, poetry and films.

This study is designed to enable students to:

- enjoy reading a range of challenging literary texts
- approach unfamiliar texts and negotiate diverse literary territories with confidence
- explore the ways in which authors craft their writing
- recognise there are many possible ways of interpreting literary texts
- develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning
- write creatively and critically, and develop their individual voice
- consider the views of others, including when developing interpretations
- express their ideas, through all language modes, with insight and flair.

### UNIT 1

In this unit, students analyse a range of texts with a focus on language, structure and stylistic choices. They also explore the common features of a distinctive type of literature (movement or genre).

### UNIT 2

In this unit, students consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students also focus on the text and its historical, social and cultural context.

### ASSESSMENT OF UNIT:

You will make personal, creative, critical and analytical responses to these texts, showing your understanding of character, language, structure and meaning of these texts. You will be assessed by completing a variety of written responses to literature, and examinations at the end of each semester.

## HUMANITIES: MODERN HISTORY AND POLITICS

### HISTORY – MODERN HISTORY

#### UNIT 1 – CHANGE AND CONFLICT

Modern History allows students to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. This unit focuses first on Germany and the rise of Hitler and then explores the USSR under Stalin. Answer questions such as:

- How did individuals and movements challenge existing political and economic conditions?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?
- How did society and culture change?
- How did ideologies contribute to continuities and changes in society and culture?

#### AREA OF STUDY 1: IDEOLOGY AND CONFLICT

#### AREA OF STUDY 2: SOCIAL AND CULTURAL CHANGE

#### RELATIONSHIP TO FURTHER OPTIONS

Provides a good foundation to units 3 & 4, but is not a prerequisite.

#### WHY STUDY THIS UNIT?

History allows students to understand how people and societies behaved in the past so we can apply our learning to the present and future. It provides the opportunity to develop many of the key skills required in a changing society such as both written and verbal communication.

**CAREER OPPORTUNITIES:** Anthropologist, author, cultural heritage officer, lawyer, journalist, historian, lecturer, multimedia developer, project manager, publisher, researcher, teacher.

## POLITICS

#### UNIT 2 – DEMOCRACY: STABILITY AND CHANGE

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Answer questions such as:

#### AREA OF STUDY 1: ISSUES FOR AUSTRALIA'S DEMOCRACY

#### AREA OF STUDY 2: GLOBAL CHALLENGES TO DEMOCRACY

#### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that you complete Unit 2 before undertaking Politics Units 3 and 4.

#### WHY STUDY THIS SUBJECT?

Politics gives students a broad understanding of the forces that shape our world, it helps to identify what happens below the surface and answer why our society is the way it is. It provides the opportunity to engage with contemporary case studies and develop decision-making skills.

**CAREER OPPORTUNITIES:** diplomat, campaign manager, government, lawyer, journalist, lobbyist, lecturer, activist, policy analyst, teacher.

# YEAR 10 SEAL I&E CURRICULUM

## ENGLISH LANGUAGE

### UNIT 1

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Informed by the discipline of linguistics, English Language provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students will develop and refine their skills in reading, writing, listening to and speaking English, they will read widely to develop their analytical skills and understanding of linguistics and are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

This study enables students to:

- describe and analyse the structures, features and functions of spoken and written English language using an appropriate metalanguage
- investigate language acquisition, use, variation, and change over time
- reflect critically on attitudes to language in both its historical and contemporary contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian English
- explore and analyse the interplay between convention and creativity in language use
- develop an awareness of their own critical, selective and innovative use of language and apply it to their own writing and speaking
- demonstrate, in the creation of their own texts, effective and competent use of Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests.

#### RELATIONSHIP TO FURTHER OPTIONS

Success in Units 1 and 2 leads to Units 3 and 4 of the study. It is strongly recommended that you successfully complete Units 1 and 2 before undertaking Units 3 and 4 of the study

#### WHY STUDY THIS UNIT?

Students with a naturally analytical mind will be best suited to this subject. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Your Study Score for entry to university must feature English/Literature/English Language as a component. Success in this Unit demonstrates a level of expertise in English which employers and higher education consider essential. A study score in one of the English subjects is often a prerequisite for a large percentage of University courses

## HUMANITIES: BUSINESS MANAGEMENT AND ECONOMICS

### ECONOMICS

#### UNIT 1 - ECONOMIC DECISION-MAKING

- Identify basic economic problems of scarcity and the need for economic decision making
- The purpose of economic activity and the influence on material and non-material living standards
- Use demand and supply models to explain changes in prices and quantities traded
- Examine one or more markets to gain insight into the factors that may affect the way resources are allocated in an economy
- Study the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour
- • Analysis of written, visual and statistical evidence - Folio of tasks, CATs and exams
- 

#### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that students complete Units 1 & 2 before undertaking Units 3 & 4. WHY STUDY THIS UNIT?

**CAREER OPPORTUNITIES:** Accounting, marketing, small business ownership, law, journalism, real estate, insurance, banking and financial, computing, engineering, stock broking, teaching, statistician, investment analyst and social research.

### BUSINESS MANAGEMENT

#### UNIT 2 - ESTABLISHING A BUSINESS

- Legal requirements and financial considerations when establishing a business.
- Essential features of effective marketing.
- Market research processes.
- Issues in marketing.
- Cost and benefit of public relations to a business.
- Staffing needs for a business
- Corporate social responsibility management issues regarding marketing and staffing of a business.

#### ASSESSMENT OF UNIT

Tasks will include a mix of the following:

- Case studies and written reports
- Oral and multi-media presentations
- Business survey and analysis
- Preparation of a start-up business folio
- Economic simulation activities

#### RELATIONSHIP TO FURTHER OPTIONS

Provides a good foundation to Units 3 & 4, but is not a prerequisite.

#### WHY STUDY THIS UNIT?

**CAREER OPPORTUNITIES:** Accounting, business consultant, marketing, small business ownership, human resource management, journalism, banking and financial, operations management, engineering, stock broking and

teaching **MATHEMATICS: GENERAL MATHEMATICS**

#### UNIT 1

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effecting use of mathematical ideas, techniques and processes.

The areas of study will be selected from:

#### UNIT 1

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

#### ASSESSMENT OF UNIT

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be embedded in these tasks.

#### OUTCOME 1

Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

#### OUTCOME 2

Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

#### OUTCOME 3

Select 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.

#### RELATIONSHIP TO FURTHER OPTIONS:

General Mathematics is excellent preparation for students considering studying Further Mathematics 3 and 4. This subject also fulfils many University and TAFE Mathematics prerequisites. A satisfactory result in General Mathematics at Year 11 standard is looked at favourably by employers overall, and employers looking for new apprentices in particular.

#### WHY STUDY THIS UNIT?

Do you like Maths but don't necessarily want a career in Maths? Do you want to learn the real mathematics you'll use in your everyday life? Are you able to work with data and manipulate lists of numbers on a CAS Calculator? Do you like shapes, especially triangles? Do you know how to budget and the difference between borrowing and lending, a mortgage and an annuity? Do you want the option of choosing Further Mathematics 3 & 4 in Year 12?

# YEAR 10 SEAL STEM CURRICULUM

## MATHEMATICS: MATHEMATICAL METHODS UNITS 1&2

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

### UNITS 1 & 2:

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

### ASSESSMENT OF UNIT

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be embedded in these tasks.

#### OUTCOME 1

Define and explain key concepts and apply a range of related mathematical routines and procedures.

#### OUTCOME 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.

#### OUTCOME 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.

### RELATIONSHIP TO FURTHER OPTIONS

Mathematical Methods Units 1 & 2 provides a pathway to the Year 12 study of Mathematical Methods Units 3 & 4. It is also required (in addition to Specialist Units 1 & 2) for students wishing to undertake Specialist Maths Units 3 & 4.

Students are advised to carefully check which level of Mathematics will best suit their needs for any tertiary courses.

### WHY STUDY THIS UNIT?

Is Maths one of your favourite subjects? Maths Methods is the subject for you! A successful study of Maths Methods at Year 11 (along with Specialist) will enable you to choose any of the Mathematics subjects offered at Year 12. For those keeping their options open or as a preparation for any level of Year 12 Maths, this subject is an excellent choice for students beginning their VCE studies.

## SCIENCE: BIOLOGY AND PHYSICS

### BIOLOGY

#### UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

#### ASSESSMENT OF UNIT

Assessment may consist of practical reports, second hand data analysis, fieldwork reports, research, posters, media analyses tests and exams.

### PHYSICS

#### UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

#### ASSESSMENT OF UNIT

Assessment may consist of annotated folios of practical activities, data analysis, device design and construction, reports, modelling activities, media responses, summary practical reports, reflective writing, tests and exams



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