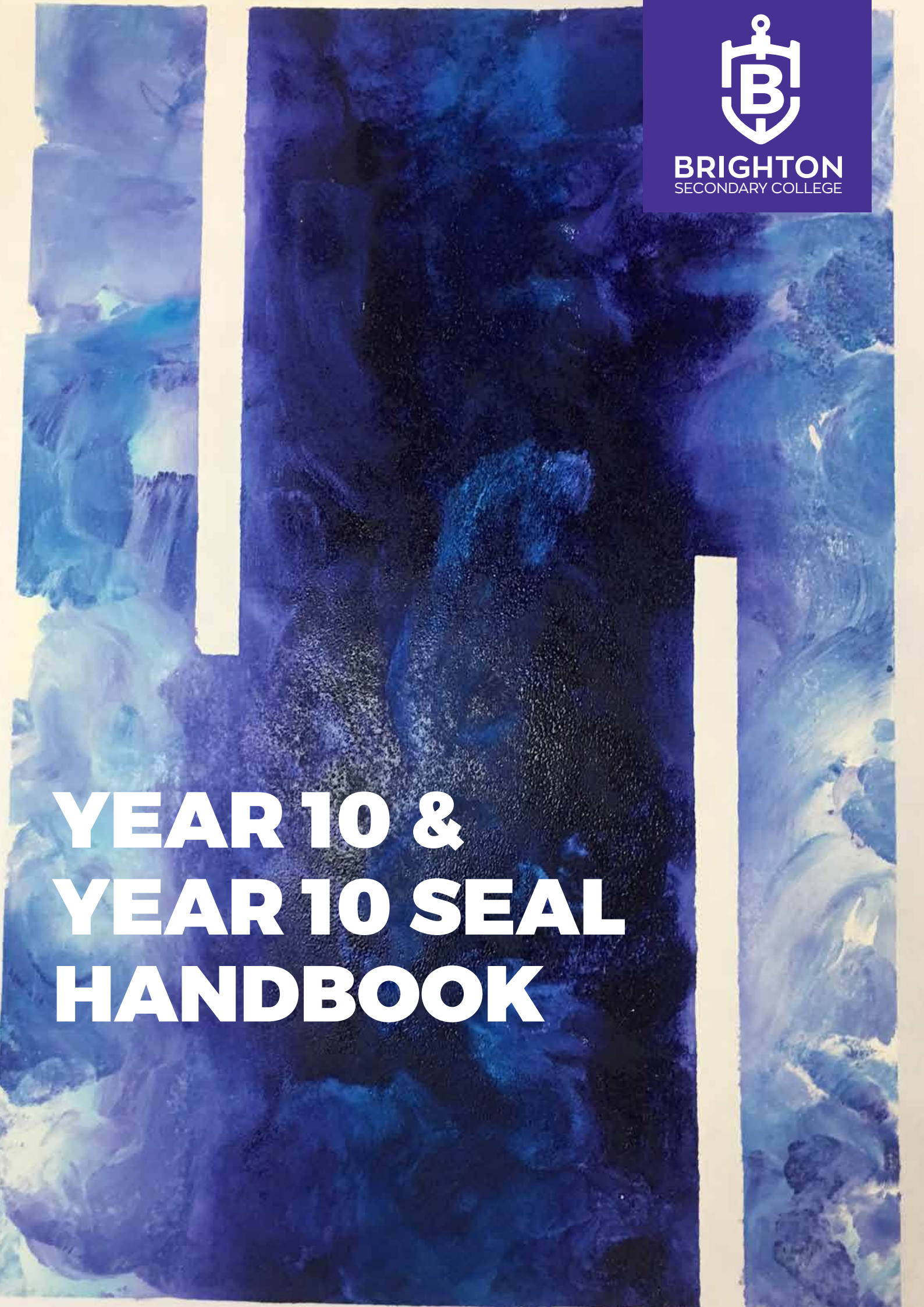


BRIGHTON
SECONDARY COLLEGE

YEAR 10 & YEAR 10 SEAL HANDBOOK

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 the Careers Fast Track program, including 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.

VCE ACCELERATION FOR YEAR 10 STUDENTS

Selected students will be offered the opportunity to undertake a VCE Unit 1 and 2 elective as part of their Year 10 program. After consideration of students' performance in Semester 1, decisions will be made regarding offers. A small number of second-round students will be made prior to the commencement program for students who have performed at a consistently high standard during Semester 2.

Students are selected on the basis of their performance in Year 9, where the end of semester report needs to show that, in a particular subject, the student is performing at a VicCurric level of 'B' or above, and have obtained an attainment of 3 or 4 in the majority of the Non-routine capabilities and Life-long learning capabilities on their final process report of the semester. (For English and Mathematics, the VicCurric level needs to be 'A')

For students who take up the offer, the VCE units will replace two Year 10 semester-length electives.

SEAL & ELHES

YEAR 10 SEAL PROGRAM

The Year 10 SEAL curriculum is designed as a continuation of the Year 7 and 8 SEAL curriculum wherein the 7-10 curriculum is condensed into a 3-year program and students are provided with:

- a faster-paced curriculum which is non-repetitive;
- the opportunity to work with more abstract, complex and in-depth course material; and
- a learning environment which emphasises working co-operatively with students of similar abilities and interests.

SEMESTER 1	PERIODS (30)	SEMESTER 2	PERIODS (30)
SEAL Mathematics	5	SEAL Mathematics	5
SEAL English	5	SEAL English	5
SEAL Science	5	SEAL Science	5
Legal Studies - Unit 1	5	Business Management - Unit 1	5
Health & Physical Education	5	SEAL Extended Inquiry	5
Elective Choice (eg. LOTE or other Year 10 elective)	5	Elective Choice (eg. LOTE or other Year 10 elective)	5

THE SPECIFIC SEAL SUBJECT INFORMATION IS PROVIDED FOLLOWING THE YEAR 10 ELECTIVE DISCIPLINES.

YEAR 10 ELHES PROGRAM

The Year 10 ELHES curriculum is a continuation of the Year 9 ELHES curriculum. Students will continue with an accelerated curriculum in English and Humanities. Students will also study Mathematics and Science as core subjects with electives selected from the Year 10 elective choices.

The specific ELHES English and Humanities subject information is provided following the SEAL 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

- Oral work
- Reading a variety of texts
- Text response: including novels, short stories and films
- Writing folio: range of pieces writing for different audiences
- Language skills: sentence structure, vocabulary, punctuation and paragraphing

LEARNING OUTCOMES

- Speaking and listening
- Reading, writing and viewing

TOPICS

- Australia and Anzac Day
- Identity
- Newspapers and issues
- Film studies
- Short stories
- Novel study
- Grammar
- Persuasive Language

GENERAL HUMANITIES

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

- Government in Australia and the Asia Pacific regions
- Careers/Work Education
- Work Experience (completion of work Experience is a compulsory component of the course)
- Citizenship
- History
- Geography

TOPICS

- Educational/Training pathways
- Career Options
- Job application/interview skills
- OHS and Work Experience
- Civil rights and responsibilities
- The role of Australia in the global community
- WW2
- Social changes throughout the 20th Century, including changes to human rights
- Environmental challenges
- Global wellbeing
- The global economy
- Consumer choice

LEARNING OUTCOMES

- Analyse vocational pathways and education and training requirements to develop possible career paths and work opportunities.
- Demonstrate effective job application and interview skills.
- Demonstrate an understanding of the rights and responsibilities of an Australian citizen and the Australian government.
- Analyse events which contributed to Australia's social, political and cultural development.
- Evaluate the contribution of significant Australians to Australia's development.
- Analyse the impact of some key wars and conflicts in the twentieth century.
- 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

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:

- General Mathematics, or
- Enrichment Mathematics, or
- Foundation Mathematics

These programs aim to give each student the opportunity to achieve their maximum individual improvement and to better engage with Mathematics. Regardless of which option is studied, no student will be disadvantaged. 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.

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
- Solve practical problems with mathematics, especially industry work-based problems
- 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):

- Surds
- Indices & Scientific Notation
- Linear Relationships and Graphing
- Expansion and Factorisation
- Measurement
- Geometry
- Trigonometry
- Quadratic functions
- Probability
- Statistics
- Logarithms and Polynomials

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, the entire class will have the chance to complete acceleration activities, a broader curriculum,and enriched tasks aimed at expanding 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.

FOUNDATION MATHEMATICS – UNITS 1 & 2

Foundation Mathematics is a Year 11 VCE subject designed for students who are unlikely to undertake additional VCE mathematics studies in the future. There is a strong emphasis on using Mathematics in practical contexts relating to everyday life, recreation, work and study. These units will be especially useful for students undertaking VET studies.

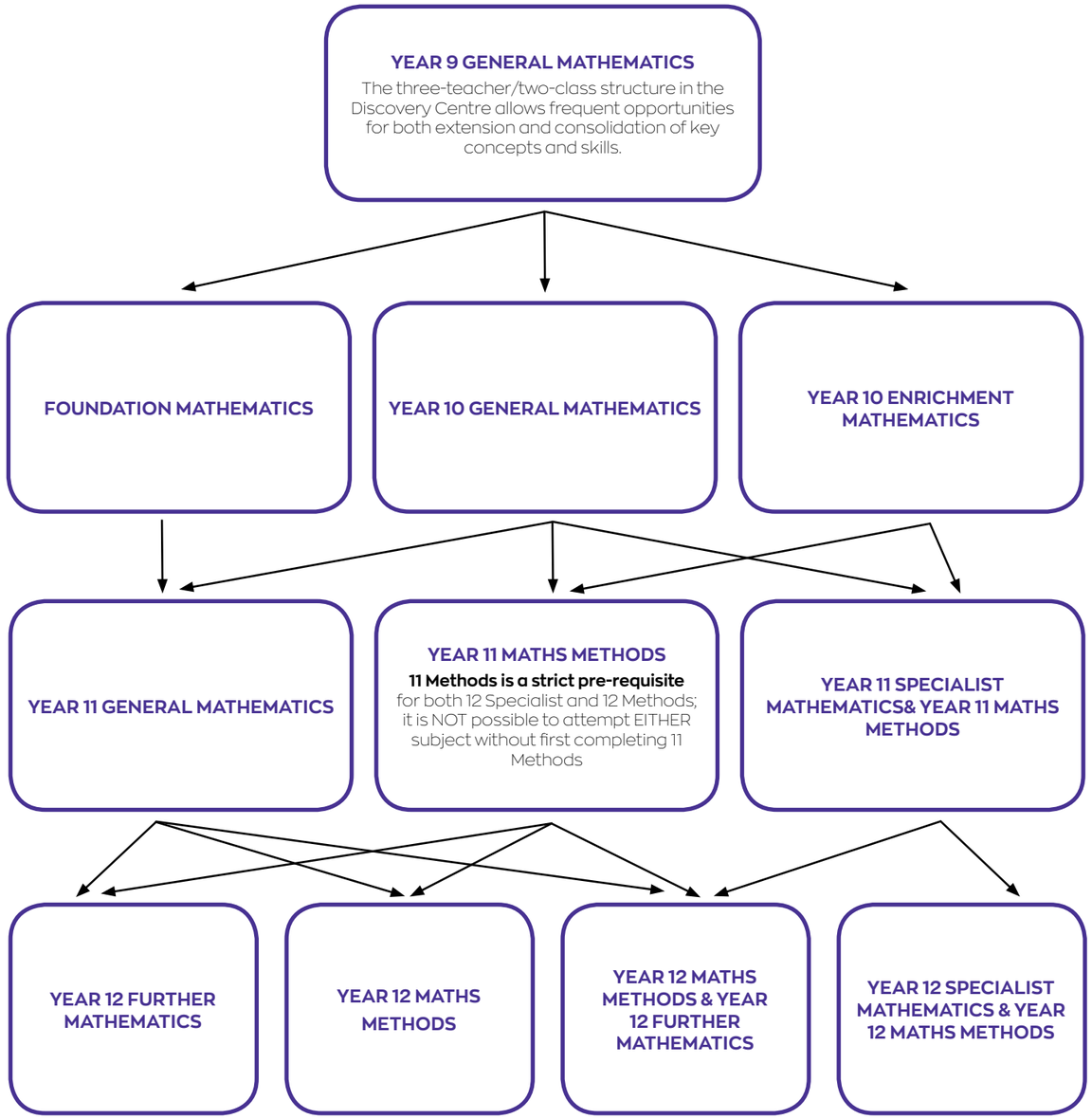
AREAS OF STUDY:

- Space, shape and design
- Patterns and number
- Handling data
- Measurement

Foundation Mathematics offers students two extra units towards completion of their VCE, VCAL or VET. Due to our integrated Senior Timetable, involvement in the Foundation Mathematics program will not affect choices or performance in other subjects. While studying Foundation Mathematics at Year 10 will not preclude students from undertaking General Mathematics in Year 11, successful performance in Foundation may in fact be a requirement for students who would otherwise not attain the necessary skills to proceed to Year 11 General Mathematics.

Selection will be based on Year 9 Mathematics results. Students who are, overall, more than one semester behind on their Semester 1 Mathematics report may be recommended for a place, after a Parent Interview. Parental requests to include additional students in Foundation classes will also be received favourably

MATHEMATICS FLOWCHART



THE CREATIVE ARTS

DANCE

DESCRIPTION

Students explore a range of dance styles including:

- Basic ballet
- Contemporary dance
- Jazz
- Hip-hop/Street dance
- Latin Dance

LEARNING OUTCOMES

- **DANCE PERFORMANCE:** Students choreograph and perform a dance/s using a selected dance style.
- **DANCE APPRECIATION:** Students analyse selected dance presentations as seen from video and using the dance elements, learn to de-construct the meaning behind dances.
- **MAINTENANCE OF DANCES:** Students learn basic physiology and biomechanics. Students discuss nutrition for dances, injury prevention and basic first aid related to dance injuries

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).
- Media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber-culture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies.
- 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.
- Promotion and release of a movie or digital resource into the wider school community (undertaken after some research and consultation with the potential clients).
- 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 oft he 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.
- Model making and prototyping using 3D printers
- 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.

STEAM INDUSTRIAL DESIGN (DRONE MAKING)

Students who like to solve complex problems, have a passion for applied mathematics and enjoy working with their hands are ideally suited for this subject. Students will work through the product design process from identifying and defining the need, through to final construction and evaluation. Each stage of the design process is aimed at providing students with skills that allow them to realise their product. Students will be exposed to a number of new technologies such as CAD, CAM, vacuum forming and 3D printing, as well as traditional technologies and materials. Students will take home a working drone and controller.

TOPICS/OUTCOMES (RLT)

- Design folio which includes a design brief, research document/s, visualisations, design options, working drawings and measurements, production plan and risk assessment.
- Final product (working drone), journal and evaluation report.

LEARNING OUTCOMES

At the completion of the unit, it is expected that students will have achieved the following:

- Students will be able to apply the product design process to problem solving tasks.
- Students will be able to apply the product design factors when designing a product.
- Students will be able to apply research and develop solutions to a given program.
- Students will be able to apply drawing conventions when designing a product.
- Students will be able to apply computer aided design skills in designing a product.
- Students will be able to manipulate materials using various technologies.
- Students will be able to fly a drone using a controller.

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.

‘ADVANCE’ - INCORPORATING OUTDOOR EDUCATION
(TWO SEMESTER SUBJECT)

STUDENTS CHOOSING THIS SUBJECT MUST COMPLETE ‘ADVANCE’ FOR THE WHOLE YEAR.

DESCRIPTION

The main focus is on the participation of students in community life. This incorporates Outdoor Education, coursework and physical activities. There is a team work emphasis, where students are given the opportunity to be involved in a wide range of activities and experiences, and obtain certificates beneficial to future employment and their lives.

Get ready for an adventure that will take you into a new world - a world of the outdoors; a world across the seas with the opportunity to interact with local and overseas charities, schools and students; a world beyond what you know. Learn invaluable life skills - skills to become leaders in your community and in your own lives.

The learning program for the Outdoor Education component includes:

- Service
- Teamwork
- Adventurous Journey
- Skills
- Physical Recreation

Students will complete these components by participating in a variety of practical activities, including swimming, surfing, overnight camps, indoor rock climbing, bike riding and other activities. Please note that students are required to maintain a high level of fitness and participation is compulsory in all activities.

‘ADVANCE’ is a valuable lead up for VCE Health subjects, however is not a pre-requisite.

The ‘ADVANCE’ course is conducted under the banner of ‘Advance – A Victorian Program for Youth Development’. It is delivered through a partnership between the Office for Youth, the school and community organisations.

OUTDOOR EDUCATION STUDIES STUDENT SELECTION POLICY

RATIONALE

Outdoor education studies involve students participating in a variety of activities in a range of environments, of which both are inherently more dangerous than studies conducted at school. College staff are often in remote locations in which physical support is less able to be provided to them and the students in their charge if it is needed. Furthermore, the potential consequences of students not correctly following instructions, or behaving in a thoughtless or inconsiderate manner are in the most serious risk category. Because risk analysis is required before many components of these studies can be completed, and because student conduct and attitude themselves constitute a significant factor in this analysis, this policy is designed to outline a process by which students are selected to complete outdoor education studies.

DEFINITION

Outdoor education studies currently at Brighton Secondary College comprises, Outdoor Education and Advance (incorporating Outdoor Education) at Year 10 and VCE units 3/4 Outdoor and Environmental Studies.

POLICY

Students will apply to be enrolled into Outdoor Education studies and will only be accepted into the subject if they meet the criteria outlined in the policy.

- Unsuccessful applicants may appeal the decision by writing to the Assistant Principal, Senior School
- Applicants for VCE units 3/4 Outdoor and Environmental Studies are deemed to have met the requirements for selection if they have been previously accepted into either of the Year 10 Outdoor Education studies and demonstrated appropriate work habits for that study.
- Parents/Guardians of applicants for VCE Units 3/4 Outdoor and Environmental Studies will attend a compulsory meeting.

Applicants will be deemed suitable if they meet the following criteria:

- Their work habits, that is, behaviour, effort and meeting deadlines, are assessed as “very good” or “excellent” on their Physical and Health Education end of semester report.
- They receive a favourable assessment of their behaviour from their year level co-ordinator.

If more applicants that meet the criteria above exist than there are spaces available, students will be selected according to the following criteria:

- Submission of application on time.
- Previous completion of Outdoor Education studies including their level of performance.
- External references (e.g. from Scouts/Guides groups).

OUTDOOR EDUCATION AND ADVANCE (INCORPORATING OUTDOOR EDUCATION) APPLICATION

(RETURN TO SENIOR SCHOOL WITH PREFERENCE SHEET)

NAME: _____

SUBJECT APPLYING FOR (CIRCLE): Year 10 OED OR ADVANCE

WHY DO YOU WANT TO DO THIS SUBJECT?

WHAT DO YOU HOPE TO ACHIEVE FROM THIS SUBJECT?

WHAT DO YOU BELIEVE THIS SUBJECT INVOLVES?

WHY IS OED/ADVANCE SUCH A TEAM BASED SUBJECT, AND WHY SHOULD YOU BE SELECTED AS A PART OF THE TEAM?

WHAT CAMPS HAVE YOU ATTENDED IN THE PAST?

BELOW IS A LIST OF THE POSSIBLE ACTIVITIES UNDERTAKEN THROUGHOUT OED AT BRIGHTON SECONDARY COLLEGE.

CIRCLE YOUR TOP 3 AREAS OF INTEREST

- Biking
- Coast care
- Kayaking
- Swimming
- Bush-walking
- Cross country skiing
- Mountain biking
- Surfing
- Camp cooking
- First Aid/Bronze Medallion
- Park analysis
- Water quality analysis
- Camping
- Hiking
- Salinity analysis
- Wildlife watching/analysis
- Canoeing
- Horse riding
- Snorkelling

RECOMMENDATION FORM

FROM A TEACHER OF A PRACTICAL SUBJECT WHO HAS TAUGHT YOU THIS YEAR.

THIS IS A RECOMMENDATION STATING YOU ARE A STUDENT WHO CAN FOLLOW INSTRUCTIONS AND PARTICIPATE IN AN APPROPRIATE MANNER DURING PRACTICAL CLASSES, WHERE SAFETY AND ENJOYMENT FOR OTHER PARTICIPANTS IS PIVOTAL.

TEACHER: _____

YEAR LEVEL CO-ORDINATOR APPROVAL:

HAS THIS STUDENT BEEN INVOLVED IN ANY MISCONDUCT THIS YEAR WHICH WOULD DEMONSTRATE A CONCERN ABOUT HIS/HER ABILITY TO PARTICIPATE APPROPRIATELY AND FOLLOW INSTRUCTIONS WHEN OUT OF SCHOOL GROUNDS ON EXCURSIONS OR CAMPS? PLEASE GIVE ANY DETAILS WHICH MAY BE APPLICABLE.

NOTE: All practical sessions are a part of the course and are compulsory. If you cannot attend, you must supply a medical certificate. If you are at school on the day of a practical, you will be expected to attend and participate appropriately. Should theory work for this subject not be up to date when a practical class is scheduled, you will be excluded, and additional theory work will be completed in lieu of the practical.

I agree that I have read, and discussed the contents with my son/daughter.

STUDENT SIGNATURE:_____

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE:_____

THIS FORM MUST BE COMPLETED AND RETURNED TO SENIOR SCHOOL WITH YOUR PREFERENCE SHEET BY THE DUE DATE.

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

Students should have completed Units 1-6 of Tapis Volant 2 or approximately 200 hours of instruction in French.

DESCRIPTION

The Year 10 French course corresponds very well to students who wish to become more advanced in French. This unit builds upon skills developed in Semester 2 at Year 9 level. Basic structures of French will be reinforced using graded reading materials and appropriate written tasks. It equips students to study French at VCE level.

TOPICS

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

- Tenses
- Art and History
- Food
- Expressing Feelings
- Story Telling
- Giving Instructions
- Travel and Getting Around

LEARNING OUTCOMES

- Listening – Use context and resources to decipher meaning.
- Speaking – Sustain a conversation of six to eight turns using suitable pronunciation and intonation.
- Reading – Show comprehension of a written document and identify important grammatical features of the text.
- Writing – Structure a text appropriate to its text type. Demonstrate understanding of frequently used language patterns.

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.

YEAR 10 SEAL CURRICULUM

YEAR 10 SEAL MATHEMATICS

DESCRIPTION

The program aims to give each student the opportunity to achieve their maximum individual improvement and to engage with Mathematics. Year 11 Mathematical Methods will be open to Year 10 SEAL students who demonstrate the necessary attitude and skills during Year 10.

Year 10 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 Enrichment Mathematics, the entire class will have the change to complete acceleration activities, a broader curriculum, and enriched tasks aimed at expanding their Mathematical knowledge and skills.

TOPICS (SELECTED FROM):

- Surds
- Indices & Scientific Notation
- Linear Relationships and Graphing
- Expansion and Factorisation
- Measurement
- Geometry
- Trigonometry
- Quadratic functions
- Probability
- Statistics
- Logarithms and Polynomials

YEAR 10 SEAL ENGLISH

DESCRIPTION

This unit is focused on the study of language by exploring a variety of texts and forms of written and spoken expression. SEAL 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.

AREAS 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 text/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 discussions and provide and justify opinions.
- Prepare and deliver presentations that explore complex issues or information to engage an audience.

YEAR 10 SEAL HUMANITIES

The Humanities course for Year 10 SEAL students follows the curriculum and assessment guidelines of the Victorian Certificate of Education (VCE) and covers Unit 1 Legal Studies in Semester 1 and Unit 1 Business Management in Semester 2.

Year 10 SEAL students will be formally registered as studying a VCE subject and must meet the College requirements of attendance and assessment to be successfully awarded Satisfactory completion of these subjects.

Students will undertake a formal School Assessed Coursework (SAC) when being assessed by their classroom teacher and receive a graded score (A+, A, etc) for each formal SAC.

The course is designed to introduce SEAL students to the academic demands and rigour of VCE studies as a cohort and under the careful guidance of experienced VCE teachers.

Year 10 SEAL students will then be given the opportunity to undertake one Unit 3/4 study in either Legal Studies or Business Management in their VCE SEAL Year 1 in order to further experience the academic and assessment demands undertaken by VCE students at a Unit 3/4 level; including sitting the end of year VCAA exams.

VCE LEGAL STUDIES UNIT 1 (SEMESTER 1)

DESCRIPTION OF COURSE CONTENT (UNIT 1 - CRIMINAL LAW AND JUSTICE)

- Criminal law
- Law making through parliament
- General principal of criminal liability
- Reasons for a formal court hierarchy
- Procedures of the criminal trial
- Features of the adversary system of trial
- Court personnel and their role
- the role of the jury system in criminal cases

ASSESSMENT OF UNIT:

Will include a mix of the following:

- Case studies
- Mock script or role play
- Essays
- Tests
- Audio or visual presentation, folio and research reports.

VCE BUSINESS MANAGEMENT UNIT 1 (SEMESTER 2)

DESCRIPTION OF COURSE CONTENT (UNIT 1 - SMALL BUSINESS MANAGEMENT)

- Characteristics and objectives of small, medium and large businesses
- Businesses and support services and a range of measures of business performance
- Business ethics and socially responsible management
- Major planning and decisions necessary at the commencement of a small business

ASSESSMENT OF UNIT:

Will include a mix of the following:

- Case studies and written reports
- Oral and multimedia presentations
- Business surveys and analysis
- Preparation of a business plan

YEAR 10 SEAL SCIENCE

DESCRIPTION

Science helps us to understand the substances around us, our evolutionary history and why we need to wear seat belts in motor vehicles. Science explains how we inherit characteristics from our parents, why being different is important to living organisms and where our place is in the Universe.

Year 10 SEAL 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 SEAL 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 in 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 atomic structure and properties of elements are used to organise them in the Periodic Table.
- Different types of chemical reactions are used to produce a range of products and can occur at different rates.

EARTH AND SPACE SCIENCE

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

PHYSICAL SCIENCES

- Global systems, including the carbon cycle, rely on interactions involving biosphere, lithosphere, hydrosphere and atmosphere.

SEAL EXTENDED INQUIRY

The SEAL Extended Inquiry develops students' understanding of what constitutes a good research question by undertaking a self-directed research question in a field that is of immediate interest to them as a learner. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting ad evaluating evidence in order to answer the research question. In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

This study is designed to enable students to:

- develop and construct a rigorous research question.
- understand and apply research methods.
- explore a chosen area of investigation in-depth.
- develop as independent, critical and reflective learners.
- develop research project management knowledge and skills.
- analyse and evaluate findings and results.
- develop skills in written and oral presentation of research findings.

Students will work with their classroom teacher as an academic supervisor in teaching the appropriate research and questioning skills needed as well as directing their area of research, ensuring it is appropriate for the SEAL Extended Inquiry.

The outcomes of the SEAL Extended Inquiry are for students to show application of 21st Century research skills via a written report or production on the research findings to a panel at the end of Semester 2.

Students are required to present the findings of their Extended Inquiry research to a non-specialist audience where parents and guardians will also be invited. The language of both the written report and the oral presentation used to explain the nature and significance of the investigation therefore must be accessible to an educated adult audience. This audience does not necessarily have specialist knowledge in the area of investigation that is the focus of research.

YEAR 10 ELHES CURRICULUM

ELHES ENGLISH: LITERATURE VCE UNITS 1 & 2

DESCRIPTION OF COURSE CONTENT

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:

- develop an enjoyment of literature through reading widely, imaginatively, critically and independently;
- gain an understanding of the variety of human experience;
- develop a critical awareness of cultures past and present, as they are represented in literature;
- read closely and engage in detailed critical analysis of the key literary features;
- develop interpretive skills and extend their understanding of the different ways literary texts are constructed;
- develop the capacity to write confident analytical and creative responses to texts.

UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.

UNIT 2

The focus of this unit is on students' critical and creative responses to texts. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings.

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.

ELHES HUMANITIES: HISTORY - 20TH CENTURY VCE UNIT 1 (SEMESTER 1)

DESCRIPTION OF COURSE CONTENT

UNIT 1 – 20TH CENTURY HISTORY 1900-1945

- Reason why World War I occurred
- Life in the trenches
- The rise of Hitler, the Nazi party and the Nazi movement
- Anti-Semitism
- The Holocaust
- Art during the Weimar Republic

ASSESSMENT OF UNIT

UNIT 1 – 20TH CENTURY HISTORY 1900-1945

- An essay on how Nazism was dominant in the 1930's
- Oral presentation on a Holocaust survivor
- Short answer and document analysis on art in the Weimer Republic

ELHES HUMANITIES: AUSTRALIAN & GLOBAL POLITICS VCE UNIT 1 (SEMESTER 2)

DESCRIPTION OF COURSE CONTENT

UNIT 1: THE NATIONAL CITIZEN

Area of Study 1: Power, Politics and Democracy.

Students will investigate the nature of politics, examining the way individuals and groups gain and exercise political power, and asking what are most significant features of political practise in Australia. Students are introduced to politics and power in its broad sense as defined by the ability to exert influence over individuals and groups. This will be achieved through an analysis of contemporary issues and events, with students considering the impact of the Australian system of government and politics.

Area of Study 2: Exercising and Challenging Power.

Students will dive deeper into the philosophical underpinnings of politics, investigating why individuals become involved with organised political institutions, why political leaders appear to share similar aims, the major political ideologies, and the goals of some of the most significant political movements in Australia. Ideologies that motivate movements, groups and individuals that will be examined include: conservatism, liberalism, social democracy, socialism, libertarianism and fundamentalism.

ASSESSMENT OF UNIT

Australian and Global Politics is assessed through research reports, case studies, essays and oral presentations.

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BRIGHTON
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