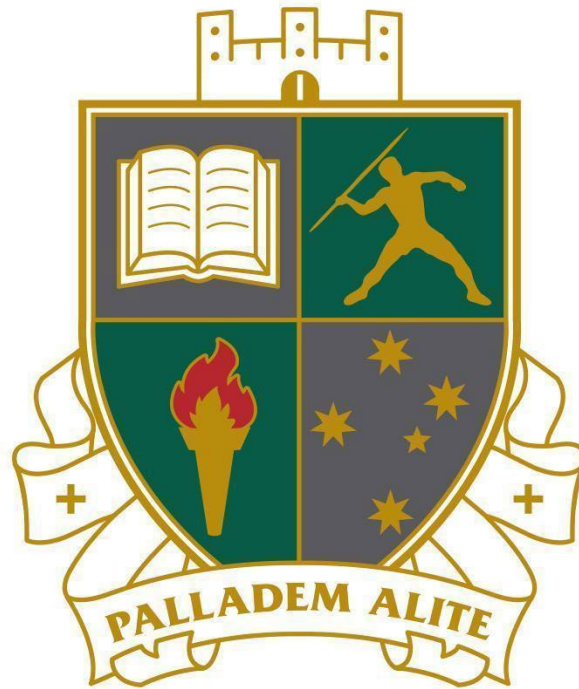




STRATHMORE SECONDARY COLLEGE

YEAR 10 – 2027
Subject Guide

YEAR 10 COMPULSORY UNITS

ENGLISH – one of

- English
- English as an Additional Language

MATHEMATICS – one of

- Foundation Mathematics
- General Mathematics
- Mathematical Methods

HEALTH

- Health Education (one semester)

YEAR 10 ELECTIVES

ENGLISH

- Literature
- Linguistics: An Introduction to English Language

LITERACY INTERVENTION PROGRAM

- Support for Literacy

MATHEMATICS

- Introduction to Specialist Mathematics

LANGUAGES

- Greek
- Italian
- Japanese

HUMANITIES

- Accounting & Business
- Economics & Global Markets
- Geography
- History
- Philosophy
- Politics & Legal Studies

SCIENCE

- Biology
- Chemistry
- Physics
- Psychology
- Environmental Science
- STEAM Project
- Astronomy

HEALTH AND PHYSICAL EDUCATION

- Advanced Physical Education
- General Physical Education
- Applied Sport Program
- VCE Outdoor and Environmental Studies

VISUAL ARTS

- Art
- Photography
- Sculpture & Ceramics
- Visual Communication Design

TECHNOLOGIES

- Digital Technologies (Computer Skills & Applications)
- Food Technology
- Product Design & Technologies (Industrial Design)
- Product Design & Technologies (Textiles)
- Product Design & Technologies (Timber)

PERFORMING ARTS, MUSIC & MEDIA

- Dance
- Drama
- Media
- Music A: Baroque & Blues
- Music B: Classical & Contemporary

Semester 1

Creative Writing – *Growing Up in Australia*

Reading and Viewing – *The Hate U Give*

Learning Tasks

Term 1

- Creating Texts

Term 2

- Text Response Essay
- Examination

Overview:

Reading and Viewing: Students read selected extracts from *Growing Up in Australia* and view *The Hate U Give* to analyse how language, narrative, and cinematic techniques convey meaning, values and perspectives. They consider how text structures, literary devices, images and sound shape interpretation, and evaluate representations from diverse historical, cultural and social contexts.

Writing: Students create creative responses and analytical essays, making deliberate choices about vocabulary, structure, voice, language features and literary or cinematic techniques. They draft, review and refine texts, and reflect on how their decisions shape meaning and engage audiences.

Speaking and Listening: Students discuss and present interpretations of texts, using expanded vocabulary and exploring language that reveals views and values.

Term 1

Key Skills

- explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts... may represent the values of individuals and groups VC2E8LE01
- explore how language features... create tone and voice, and how literary devices... create meaning and aesthetic qualities VC2E8LE05
- create texts that experiment with literary language features and literary devices for particular purposes and effects VC2E8LE06
- review and edit to refine and clarify ideas to improve the effectiveness and coherence of texts, and reflect on these processes VC2E8LY09

Learning Habits

- **Creativity** – to experiment with language, style and structure in a personal response inspired by *Growing Up in Australia*.
- **Self-Motivation** – to plan, draft and refine creative writing, using feedback to develop and sustain ideas.

Term 2

Key Skills

- describe how representations of people, places and events reflect the context of the text VC2E8LY04
- explore how still images, moving images and sound use intertextual references to enhance and layer meaning VC2E8LA07
- explain how language and still and moving images in a range of literary texts influence an audience's response to and formation of social and/or ethical positions VC2E8LE03
- understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims VC2E8LA04

Learning Habits

- **Curiosity** – to explore how film techniques, sound and mise-en-scène communicate meaning, perspectives and values
- **Communication** – to discuss and present interpretations of films, using precise language and evidence to convey ideas clearly.

Home Learning:

To consolidate classwork, students should:

- View set films and reread short stories to analyse meaning, perspectives and techniques
- Independently read supplementary short stories from the anthology
- Discuss and reflect on ideas, themes and representations
- Plan, draft and refine written responses using feedback
- Explore different interpretations and contexts of texts and films

Parents/Guardians can support their student by:

- Discussing key ideas, themes and techniques from set texts and films
- Supporting reflection on concepts such as character, perspective and genre
- Encouraging use of teacher feedback and the drafting and editing process

Resources to access more information:

- [English curriculum details](#)
- [Writing Fiction](#)
- [Film Language and Techniques](#)
- [ClickView - The Hate U Give](#)
- [How to analyse film in Year 10](#)

Semester 2

Reading and Viewing – **Macbeth**
Exploring Argument

Learning Tasks

Term 3

- Text Response – Macbeth
- Oral Presentation - Macbeth

Term 4

- Analysing Argument
- Examination

Overview:

Reading and Viewing: Students read selected extracts from **Macbeth** to analyse how language, imagery and dramatic techniques convey meaning, character and themes. They evaluate how text structures and literary devices shape interpretation and reflect historical and cultural contexts.

Writing: Students construct analytical essays and written responses, making deliberate choices about vocabulary, structure and literary devices. They draft, review and refine texts, reflecting on how their decisions communicate interpretations and engage audiences.

Speaking and Listening: Students present interpretations of key scenes from *Macbeth*, using expanded vocabulary and exploring how language and performance convey meaning and character. They deliver structured spoken texts, experimenting with voice and expression to communicate ideas effectively.

Term 3

Key Skills

- explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts... may represent the values of individuals and groups VC2E8LE01
- use comprehension strategies... to interpret & evaluate ideas VC2E8LY07
- explore how language features... create tone and voice, and how literary devices... create meaning and aesthetic qualities VC2E8LE05
- deliver structured spoken texts for particular purposes and audiences to suit formal and informal contexts, using features of voice and multimodal or digital elements VC2E8LY02

Learning Habits

- **Communication** – to clearly express ideas about *Macbeth* in written and oral forms, using evidence and literary terms effectively.
- **Resilience** – to persist with challenging language and ideas in *Macbeth*, improving work through feedback and revision.

Term 4

Key Skills

- understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
- explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids VC2E8LA03
- analyse and evaluate the ways that language features represent perspectives on an issue, event, situation, individual or group, and the ways that quotations and sources are used and repurposed in a text VC2E8LY05

Learning Habits

- **Curiosity** – to explore how rhetorical devices and language influence different audiences in persuasive texts.
- **Communication** – to analyse and explain how persuasive arguments are constructed using evidence and language features.

Home Learning:

To consolidate classwork, students should:

- Reread extracts from **Macbeth** to analyse meaning, character, language and techniques
- Independently read supplementary texts or scenes to explore different interpretations
- Discuss and reflect on ideas, themes and representations
- Plan, draft and refine written responses using feedback
- Explore persuasive language in a range of texts and consider how it targets audiences

Parents/Guardians can support their student by:

- Discussing key ideas, characters and techniques from set texts
- Discussing current issues in the media and exploring viewpoints
- Encouraging use of teacher feedback and the drafting and editing process

Resources to access more information:

- [English curriculum details](#)
- [Macbeth Study Guide 1](#)
- [Macbeth Study Guide 2](#)
- [Behind the News High](#)
- [Spelling, Punctuation and Grammar](#)

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Semester 1

Creative Writing – *Growing Up in Australia*

Reading and Viewing – *The Hate U Give*

Learning Tasks

Term 1

- Creating Texts

Term 2

- Text Response Essay
- Examination

Overview:

Reading and Viewing: Students read selected extracts from *Growing Up in Australia* and view *The Hate U Give* to develop understanding of the main ideas, issues and plot developments in print and multimodal texts. They identify text structures and features, use appropriate metalanguage to discuss texts, and read closely to explore perspectives and representations from different cultural and social contexts.

Writing: Students develop creative and analytical responses, showing awareness of purpose and audience. They use appropriate text structures, language features and cohesive devices to communicate ideas, and plan, draft and revise their writing to improve meaning and accuracy.

Speaking and Listening: Students discuss and present responses to *Growing Up in Australia* and *The Hate U Give* in structured classroom activities. They listen for specific information, ask and respond to questions, and use appropriate vocabulary, conjunctions and modal language to express and justify opinions about ideas, issues and perspectives.

Term 1

Key Skills

- write imaginative texts showing an awareness of elements such as text structure or storyline and character VC2EALC3W03
- use a range of vocabulary to create nuance, mood and feeling VC2EALC3W10
- use punctuation marks to create effects in writing, such as pauses and emphasis VC2EALC3W12
- understand how the purpose and audience of a text can influence content and form VC2EALC3W13
- revise and edit texts, with support from peers and the teacher VC2EALC3W14

Learning Habits

- **Creativity** – to experiment with language, style and structure in a personal response inspired by *Growing Up in Australia*.
- **Self-Motivation** – to plan, draft and refine creative writing, using feedback to develop and sustain ideas.

Term 2

Key Skills

- use contextual cues to infer meaning VC2EALC3R04
- respond to different cultural values and attitudes that are exemplified in texts VC2EALC3R13
- use familiar and specific curriculum area vocabulary VC2EALC3L09
- plan and sequence information for a specified text using a model text VC2EALC3W05
- use a range of expressions to qualify opinions VC2EALC3W09
- write a simple argument or discussion VC2EALC3W01
- write cohesive texts for a range of purposes VC2EALC3W06

Learning Habits

- **Curiosity** – to explore how film techniques, sound and mise-en-scène communicate meaning, perspectives and values
- **Communication** – to discuss and present interpretations of films, using precise language and evidence to convey ideas clearly.

Home Learning:

To consolidate classwork, students should:

- View set films and reread short stories to develop understanding
- Independently read supplementary short stories
- Review vocabulary used to discuss ideas, issues and perspectives
- Plan, draft and revise writing using feedback

Parents/Guardians can support their student by:

- Discussing set films and short stories to develop understanding
- Encouraging independent reading of supplementary texts
- Reviewing vocabulary used to discuss ideas, issues and perspectives
- Supporting planning, drafting and revising of written responses using feedback

Resources to access more information:

- [EAL curriculum details](#)
- [Writing Fiction](#)
- [Film Language and Techniques](#)
- [ClickView - The Hate U Give](#)
- [ABC Learn English](#)

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Semester 2 Exploring Argument Reading and Viewing – <i>The Simple Gift</i>	Learning Tasks	
	Term 3	Term 4
	- Analysing Argument - Oral Presentation – Point of View	- Text Response – <i>The Simple Gift</i> - Examination
Overview: Reading and Viewing: Building on skills developed in the first unit, students read selected extracts from <i>The Simple Gift</i> and persuasive texts to develop understanding of main ideas, issues and perspectives. They identify text structures and language features, use appropriate metalanguage to discuss texts, and read closely to analyse how ideas, viewpoints and arguments are communicated to audiences. Writing: Students write analytical essays and argument analyses that show awareness of purpose and audience. They use appropriate text structures and language features to analyse ideas, perspectives and arguments, and plan, draft, review and redraft their writing to improve clarity and accuracy. Speaking and Listening: Students listen, question and respond in structured classroom activities exploring contemporary issues. They plan and deliver a point-of-view presentation, using appropriate vocabulary and language features to express and justify opinions while considering purpose and audience.		
Term 3 Key Skills - respond to different cultural values and attitudes that are exemplified in texts VC2EALC3R13 - use contextual cues to infer meaning VC2EALC3R04 - recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas VC2EALC2R10 - understand how cohesive devices organise ideas VC2EALC2R06 - write a simple argument or discussion VC2EALC3W01 - prepare and present a formal talk with some contextual support VC2EALC3L04 - use a range of cohesive devices to link extended speech VC2EALC3L06 Learning Habits Curiosity – to explore different perspectives on contemporary issues and how language is used to influence audiences. Communication – to communicate a clear point of view, using appropriate vocabulary and language features. Term 4 Key Skills - use contextual cues to infer meaning VC2EALC3R04 - read and understand a range of descriptive language VC2EALC2R09 - identify thematic groupings of words in a text VC2EALC3R10 - understand how cohesive devices organise ideas VC2EALC2R06 - recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas VC2EALC2R10 - write cohesive texts for a range of purposes VC2EALC3W06 - plan and sequence information for a specified text using a model text VC2EALC3W05 - use a range of expressions to qualify opinions VC2EALC3W09 Learning Habits Communication – to communicate interpretations of a text Resilience – to persevere with challenging language and concepts,		Home Learning: To consolidate classwork, students should: - Reread <i>The Simple Gift</i> to develop understanding - Independently read and listen to persuasive texts - Review vocabulary and relevant metalanguage - Plan, draft and revise analytical and point-of-view responses using feedback - Prepare and practise point-of-view presentations Parents/Guardians can support their student by: - Discussing ideas, issues and perspectives in <i>The Simple Gift</i> and persuasive texts - Reviewing vocabulary for expressing and justifying opinions - Supporting planning, drafting and revising using feedback - Encouraging practice of point-of-view presentations Resources to access more information: EAL curriculum details Behind the News High The Simple Gift Study Guide ABC Learn English

YEAR 10 FOUNDATION MATHEMATICS

Semester 1 Linear Graphing Percentages Financial Maths Probability	Learning Tasks	
	Term 1	Term 2
	Linear Graphing Unit Percentages Unit	Financial Maths Unit Probability Unit

Overview:

In Semester 1, Year 10 Foundation Mathematics focuses on developing practical mathematical skills that can be applied in everyday life, the workplace and future pathways. Through the study of linear graphing, percentages, financial mathematics and probability, students learn to make informed decisions, interpret information and solve real-world problems. Learning experiences emphasise practical applications and the development of confidence when using mathematics in familiar contexts. Students are encouraged to communicate their thinking, apply problem-solving strategies and connect mathematics to everyday situations.

Term 1

Key Skills

- Construct and interpret linear graphs in practical contexts.
- Identify trends and relationships from graphical information.
- Calculate percentages, discounts, mark-ups and GST.
- Use percentages to solve real-world financial problems.
- Interpret and communicate mathematical information using tables, graphs and diagrams.
- Apply appropriate strategies to solve practical problems involving money and data.

Learning Habits

Creativity- exploring different ways to represent and interpret data and financial information.

Self-Motivation- through regular completion of classwork, exercise questions and revision activities.

Term 2

Key Skills

- Develop and manage budgets for personal and practical situations.
- Compare financial options using online tools and calculators.
- Interpret payslips and identify wages, deductions and net income.
- Investigate home loans and calculate repayment costs.
- Apply mathematical reasoning when making financial decisions.
- Calculate probabilities of simple events.
- Solve practical problems involving money, budgeting and planning.

Learning Habits

Resilience- refining budgets, financial plans and probability calculations to improve accuracy.

Curiosity- investigating real-world financial decisions such as home loans, travel planning and personal budgeting.

Communication- explaining graph interpretations, calculations and financial decisions using appropriate mathematical language.

Home Learning:

To consolidate classwork, students should:

- Complete assigned exercise questions and remain up to date with classwork.
- Revise concepts in preparation for Coursework Tasks.
- Research and investigate real-world financial situations discussed in class.
- Practise applying mathematical skills to everyday contexts such as budgeting and shopping.

Parents/Guardians can support their student by:

- Discussing real-world uses of mathematics at home.
- Encouraging involvement in budgeting, shopping and financial decision-making activities.

Resources to access more information:

[Department of Education Arc Resources Year 10](#)

YEAR 10 FOUNDATION MATHEMATICS

Semester 2 Trigonometry and Pythagoras' Theorem Statistics Geometry and Measurement	Learning Tasks	
	Term 3	Term 4
	Trigonometry and Pythagoras' Theorem Unit Statistics Unit	Geometry and Measurement Unit

Overview:

In Semester 2, Year 10 Foundation Mathematics focuses on the study of trigonometry, statistics, geometry and measurement. Students develop their ability to interpret information, solve real-world problems and make informed decisions. Students are encouraged to communicate their reasoning, apply appropriate strategies and connect mathematics to situations they may encounter beyond the classroom.

Term 1

Key Skills

- Apply Pythagoras' Theorem to solve practical measurement problems.
- Use trigonometric ratios to determine unknown lengths and angles.
- Solve problems involving angles of elevation and depression.
- Identify and classify different types of data.
- Select and construct appropriate visual representations of data.
- Interpret and compare boxplots and other statistical displays.
- Analyse data to draw conclusions and make informed decisions.

Learning Habits

Curiosity- investigating how trigonometry and data analysis are used in construction, navigation and everyday life.

Creativity- selecting appropriate methods to represent, analyse and interpret data.

Self-Motivation- through consistent completion of classwork, revision and practical investigations.

Term 2

Key Skills

- Interpret and use scale drawings, maps and plans.
- Convert between metric units of measurement.
- Solve practical problems involving length, area, volume and capacity.
- Use estimation and measurement skills in real-world contexts.
- Apply geometric reasoning to solve problems involving shape and space.
- Communicate mathematical thinking using appropriate diagrams and representations

Learning Habits

Creativity- developing efficient strategies for solving practical measurement and design challenges.

Self-Motivation- through regular completion of exercise questions and revision for coursework tasks.

Communication- presenting solutions clearly and explaining measurement and geometric reasoning using appropriate mathematical terminology.

Home Learning:

To consolidate classwork, students should:

- Complete assigned exercise questions and remain up to date with classwork.
- Review class notes and worked examples regularly.
- Practise applying mathematical skills to real-world situations.

Parents/Guardians can support their student by:

- Encouraging regular revision and completion of classwork.
- Discussing real-world applications of mathematics, including measurement, data and geometry.
- Encouraging students to interpret maps, plans, measurements and data displays encountered in everyday life.

Resources to access more information:

[Department of Education Arc Resources Year 10](#)

YEAR 10 GENERAL MATHEMATICS

Semester 1 Linear Relations and Modelling Pythagoras and Trigonometry Sequences and Finance	Learning Tasks	
	Term 1	Term 2
	Linear Relations and Modelling Test Pythagoras and Trigonometry Test	Sequences and Finance Test Semester 1 Exam

Overview:

In Semester 1, Year 10 General Mathematics develops students' ability to apply mathematical concepts and techniques to real-world situations. Students investigate linear relations, mathematical modelling, trigonometry, sequences and financial mathematics while strengthening their problem-solving, reasoning and communication skills. Students learn to use the CAS TI-Nspire calculator to explore mathematical relationships, analyse data and support efficient problem-solving.

Term 1

Key Skills

- Represent and interpret linear relationships using graphs, tables and equations.
- Develop and evaluate mathematical models for real-world situations.
- Solve problems involving gradient, rate of change and linear relationships.
- Apply Pythagoras' Theorem to determine unknown lengths.
- Use trigonometric ratios to solve practical measurement problems.
- Use the CAS TI-Nspire calculator to investigate, model and solve mathematical problems.

Learning Habits

Curiosity- exploring mathematical relationships and patterns.

Creativity- selecting and applying different problem-solving strategies.

Self-Motivation- through independent practice and calculator skill development.

Term 2

Key Skills

- Identify and extend arithmetic and geometric sequences.
- Develop general rules and formulas to describe patterns.
- Solve problems involving simple and compound interest.
- Apply financial mathematics to real-world contexts such as budgeting, loans and investments.
- Use mathematical models to investigate and predict outcomes.
- Use technology effectively to analyse and solve problems.

Learning Habits

Resilience- refining solutions and learning from mistakes.

Curiosity- investigating patterns, trends and financial applications.

Home Learning:

To consolidate classwork, students should:

- Review class notes and worked examples regularly.
- Practise skills learned in class using provided questions and activities.
- Develop familiarity with CAS TI-Nspire calculator functions.
- Complete revision and extension activities when assigned.

Parents/Guardians can support their student by:

- Encouraging regular review of classwork and notes.
- Discussing real-world applications of mathematics, particularly financial concepts.
- Encouraging students to practise using their CAS TI-Nspire calculator.

Resources to access more information:

[Department of Education Arc Resources Year 10 Maths](#)

YEAR 10 GENERAL MATHEMATICS

Semester 2 Measurement Graphs and Networks Statistic	Learning Tasks	
	Term 3	Term 4
	Measurement Test Graphs and Networks Test	Statistics Test Semester 2 Exam

Overview:

In Semester 2, Year 10 General Mathematics develops students' ability to apply mathematics in practical and real-world contexts. Students investigate measurement, graphs and networks, and statistics while strengthening their problem-solving, reasoning and communication skills. Students continue to develop proficiency with the CAS TI-Nspire calculator to model situations, analyse data and support mathematical investigations.

Term 3

Key Skills

- Apply formulas to solve problems involving perimeter, area, surface area and volume.
- Select and use appropriate units of measurement in practical contexts.
- Interpret and analyse graphs to represent relationships and trends.
- Investigate networks and determine efficient pathways and connections.
- Develop mathematical models to solve real-world problems.
- Use CAS TI-Nspire technology to investigate and solve mathematical problems.

Learning Habits

Resilience- persisting with complex, multi-step problems.

Curiosity- investigating mathematical relationships and real-world applications.

Term 4

Key Skills

- Collect, organise and analyse data using appropriate statistical methods.
- Interpret and compare data using measures of centre and spread.
- Evaluate statistical information and draw evidence-based conclusions.
- Use digital technologies to represent and analyse data effectively.
- Identify trends, patterns and potential sources of variation in data.
- Apply statistical reasoning to solve real-world problems.
- Use CAS TI-Nspire technology to support data analysis and interpretation.
- Communicate findings using appropriate mathematical language and representations.

Learning Habits

Curiosity- exploring data and investigating statistical questions.

Creativity- selecting appropriate methods to analyse and present information.

Home Learning:

To consolidate classwork, students should:

- Complete all assigned exercise questions and remain up to date with classwork.
- Regularly revise concepts in preparation for Coursework Tasks.
- Access resources, revision materials and announcements through Google Classroom

Parents/Guardians can support their student by:

- Encouraging consistent completion of exercise questions and revision activities.
- Supporting the development of effective study habits and organisation skills.
- Discussing real-world applications of mathematics and data interpretation.

Resources to access more information:

[Department of Education Arc Resources Year 10 Maths](#)

YEAR 10 MATHEMATICAL METHODS

Semester 1 Linear Relations Surds Quadratic Expressions and Equations Parabolas	Learning Tasks	
	Term 1	Term 2
	Linear Relations Test	Quadratic Expressions and Equations Test Parabolas Test Semester 1 Exam

Overview:

In Semester 1, Year 10 Mathematical Methods develops students' understanding of algebraic and graphical relationships through the study of linear functions, surds and quadratic relationships. Students strengthen their ability to reason mathematically, apply algebraic techniques, solve complex problems and interpret mathematical models. Technology and graphing calculators are used to support investigations, visualise mathematical concepts and verify solutions.

Term 1

Key Skills

- Represent and interpret linear relationships using equations, tables and graphs.
- Analyse gradient, intercepts and rates of change in real-world contexts.
- Simplify and operate with surds using index and algebraic laws.
- Develop and apply algebraic techniques to solve mathematical problems.
- Communicate mathematical thinking using appropriate mathematical language and notation.

Learning Habits

Curiosity- investigating patterns and mathematical relationships.

Creativity- exploring multiple solution strategies.

Communication- explaining and justifying mathematical reasoning.

Term 2

Key Skills

- Expand, factorise and simplify quadratic expressions.
- Solve quadratic equations using algebraic, graphical and technological methods.
- Interpret key features of parabolas, including intercepts, turning points and axis of symmetry.
- Investigate the effects of transformations on quadratic graphs.
- Apply quadratic models to solve practical and theoretical problems.
- Use mathematical reasoning to analyse and evaluate solutions.
- Use the CAS TI-Nspire calculator to graph functions and solve equations efficiently.

Learning Habits

Resilience- working through complex, multi-step problems.

Curiosity- exploring connections between algebraic and graphical representations.

Home Learning:

To consolidate classwork, students should:

- Complete all assigned exercise questions and remain up to date with classwork.
- Regularly revise concepts in preparation for Coursework Tasks
- Review class notes, worked examples and teacher feedback.

Parents/Guardians can support their student by:

- Encouraging consistent completion of exercise questions and revision activities.
- Encouraging attendance at Maths Help sessions when additional support is required.
- Monitoring engagement with Google Classroom resources and coursework deadlines

Resources to access more information:

[Department of Education Arc Resources Year 10](#)

YEAR 10 MATHEMATICAL METHODS

Semester 2	Learning Tasks	
	Term 3	Term 4
Indices, Exponentials and Logs Polynomials, functions and graphs Trigonometry Probability	Indices, Exponentials and Logs Test Polynomials, functions and graphs Test	Trigonometry Test Probability Test Semester 2 Exam

Overview:

In Semester 2, Year 10 Mathematical Methods extends students' understanding of algebraic, graphical and trigonometric relationships through the study of functions, polynomials, exponential and logarithmic models, and probability. Students develop advanced problem-solving, reasoning and analytical skills by investigating mathematical relationships, evaluating solutions and applying concepts to a variety of contexts. The CAS TI-Nspire calculator is used extensively to explore patterns, analyse graphs and support mathematical modelling. Students are encouraged to think critically, justify their reasoning and make connections between multiple mathematical representations.

Term 3

Key Skills

- Apply index laws to simplify numerical and algebraic expressions.
- Investigate and interpret exponential growth and decay models.
- Understand and apply logarithmic relationships.
- Perform operations with polynomial expressions, including expansion and factorisation.
- Analyse functions using algebraic and graphical techniques.
- Interpret key features of functions and their graphs.
- Use the CAS TI-Nspire calculator to investigate functions and verify solutions.

Learning Habits

Resilience- persisting with challenging algebraic and analytical problems.

Curiosity- exploring relationships between algebraic, graphical and numerical representations.

Self-Motivation- through regular revision and completion of exercise questions.

Term 4

Key Skills

- Analyse and interpret functions and graphs in a variety of contexts.
- Apply trigonometric relationships to solve theoretical and practical problems.
- Investigate probability and calculate the likelihood of events.
- Model and solve complex problems using multiple mathematical techniques.
- Interpret solutions and assess their reasonableness in context.
- Communicate mathematical ideas using appropriate mathematical language and representations.

Learning Habits

Curiosity- investigating mathematical patterns, models and relationships.

Creativity- applying mathematical concepts to unfamiliar situations.

Communication- by presenting mathematical reasoning and conclusions clearly and accurately.

Home Learning:

To consolidate classwork, students should:

- Complete all assigned exercise questions and remain up to date with classwork.
- Regularly revise concepts in preparation for Coursework Tasks
- Review notes, worked examples and teacher feedback.

Parents/Guardians can support their student by:

- Encouraging consistent completion of exercise questions and revision activities.
- Encouraging attendance at Maths Help sessions when additional support is required.
- Encouraging persistence when tackling challenging mathematical problems.

Resources to access more information:

[Department of Education Arc Resources Year 10](#)

YEAR 10 HEALTH EDUCATION

Physical Education Mental Health and Wellbeing Driver's Education Drug Education Sexuality	Learning Tasks	
	Term A	Term B
	Driver's Education Drug Research	STI Research Assignment

Overview:

In the compulsory Year 10 Health Education subject, students develop their understanding of safe driving practices for youth going through the graduated licensing process. They unpack data around Learner and Probationary drivers and the risks involved around youth as they head out on the road. Drug education focusses on the types of drugs the youth may be facing as they enter new social settings in the transition to adulthood. Students discuss the impacts that drug have on the body and the associated risk factors that they possess. Within the sexuality topic, students learn about their rights and responsibilities in relationships and what it means to make safe and appropriate choices in their relationships with others. Students also investigate the risks of STI's and methods to prevent infection and as well as understand treatment. This program supports students to build resilience, respect, and responsibility, preparing them for the challenges of adolescence and beyond.

Term A

Key Skills

- Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term B

Key Skills

- Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing.
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions
- Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others
- Practice and develop skills and language outside the classroom.

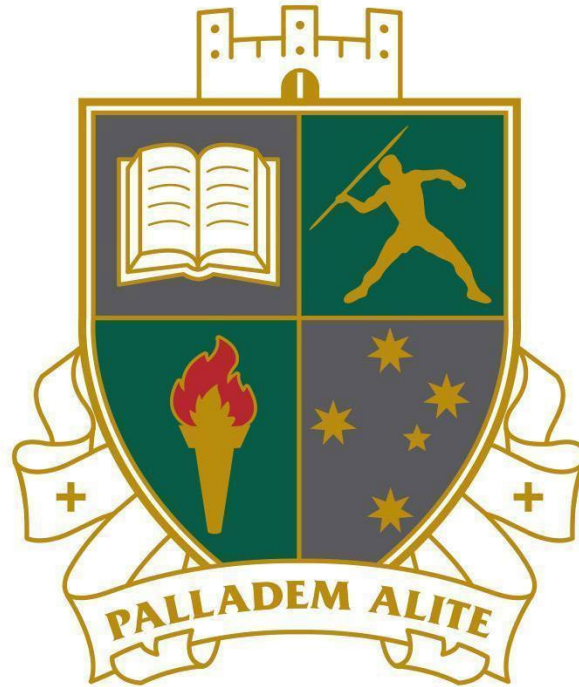
Parents/Guardians can support their student by:

- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>



STRATHMORE SECONDARY COLLEGE

YEAR 10 – 2027
ELECTIVES

YEAR 10 LITERATURE

Semester 1 or 2

Literary Perspectives - *Medea*
 Passage Analysis – *William Blake*
 Adaptations and Transformations –
Pride and Prejudice

Learning Tasks

Term 1/3

- Literature Perspectives Essay

Term 2/4

- Poetry Analysis
- Comparative Essay
- Examination

Overview:

Reading and Viewing: Students engage with a range of dramatic, poetic and narrative texts, including *Medea*, poetry by William Blake, and *Pride and Prejudice*, alongside its film adaptation. They analyse how language, structure and literary and film techniques represent perspectives, values and attitudes, and evaluate connections across texts and contexts to develop their own interpretations.

Writing: Students create analytical and comparative texts, including a feminist perspectives essay, a poetry analysis, and a novel to film comparison. They present sustained arguments on complex ideas, using precise language, appropriate structures, while editing for clarity, cohesion and purpose.

Speaking and Listening: Students discuss different perspectives and present interpretations of texts, using expanded vocabulary and appropriate levels of formality.

Term 1 / 3

Key Skills

- synthesise their own interpretation of a literary text, and explore the interpretations of others VC2E10LE02
- analyse the ways that social, moral or ethical positions are represented in a range of literary texts VC2E10LE03
- analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts VC2E10LE04
- understand and use an expanded vocabulary VC2E10LA08
- use interaction skills to discuss an opinion about texts and analyse the purposes and effects of structures and language features VC2E10LY01

Learning Habits

- Curiosity – to critically explore perspectives and interrogate ideas.*
- Resilience – to work through complex interpretations, refine arguments, and respond to feedback during drafting.*

Term 2 / 4

Key Skills

- evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representations VC2E10LA07
- analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by... a wide range of... authors VC2E10LE01
- analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts VC2E10LE04
- compare and evaluate how 'voice' as a literary device is used in a range of texts to evoke emotional responses and to create aesthetic qualities VC2E10LE05

Learning Habits

- Curiosity – to explore meanings, patterns and connections across Blake's poems & between Pride and Prejudice and its film adaptation*
- Creativity - to interpret ideas in new ways and make connections across texts, themes and forms.*

Home Learning:

To consolidate classwork, students should:

- Read and view set texts
- Discuss and reflect on ideas
- Plan, draft and refine analytical and comparative essays using feedback
- Explore different interpretations of texts

Parents/Guardians can support their student by:

- Discussing key ideas from set texts
- Supporting reflection on concepts such as feminism
- Encouraging use of teacher feedback and the editing process
- Assisting with practice and rehearsal of spoken responses

Resources to access more information:

- [English curriculum details](#)
- [Medea Study Guide](#)
- [William Blake Study Guide](#)
- [Pride and Prejudice Study Guide](#)
- [Clickview - Pride and Prejudice](#)

YEAR 10 LINGUISTICS: AN INTRODUCTION TO ENGLISH LANGUAGE

Semester 1 or 2 <i>Language and Identity</i> <i>Language Change</i>	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Language Investigation (Language and Identity)	- Short-answer and multiple-choice questions (Language Analysis) - Examination

Overview:

Reading and Viewing: Students analyse spoken, written and multimodal texts including conversations, social media posts, advertisements, speeches and digital media to investigate how language is used in the real world. They investigate how language varies across different social groups, cultures and contexts, and explore how language reflects identity, influences attitudes and creates meaning.

Writing: Students develop analytical and reflective responses examining language variation, identity and change. They use linguistic terminology and evidence to explain how language choices create meaning, represent individuals and groups, and shape audience perceptions.

Speaking and Listening: Students discuss and present ideas about language in contemporary society, including accents, dialects, slang, social media communication and language attitudes. They develop confidence using linguistic terminology and analysing authentic language examples.

This subject provides an excellent foundation for students considering VCE English Language in Years 11 and 12.

Term 1 or 3

Key Skills

- understand how language can have inclusive and exclusive social effects, and how it can empower or disempower people VC2E10LA01
- understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
- analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts VC2E10LY04
- analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudes VC2E10LY05
- understand and use, with precision, an expanded vocabulary VC2E10LA08

Learning Habits

- Curiosity** – to investigate how language varies across contexts and shapes identity in Australia and other English-speaking communities.
- Communication** – to clearly explain linguistic concepts and evidence using appropriate terminology.

Term 2 or 4

Key Skills

- analyse text structures and language features and evaluate their effectiveness in achieving their purpose VC2E10LA03
- understand and use, with precision, an expanded vocabulary VC2E10LA08
- analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudes VC2E10LY05
- analyse and evaluate how authors organise ideas in texts to achieve a purpose VC2E10LY06

Learning Habits

- Resilience** – to apply linguistic concepts accurately when analysing unfamiliar language examples.
- Self-Motivation** – to revise terminology and practise analytical skills to strengthen understanding of how language creates meaning.

Home Learning:

To consolidate classwork, students should:

- Analyse examples of language from conversations, social media, advertising and news media
- Explore how accents, slang and language choices shape identity and attitudes
- Discuss how language is used to persuade and influence audiences
- Investigate how language changes across different groups, regions and contexts

Parents/Guardians can support their student by:

- Discussing everyday examples of language variation and influence
- Encouraging reflection on how language shapes identity and meaning
- Supporting use of feedback in drafting and editing responses

Resources to access more information:

- [Lingthusiasm Podcast](#)
- [The Conversation \(Linguistics\)](#)
- [VCAA English Language Study Design](#)

YEAR 10 SUPPORT FOR LITERACY

Semester 1

Literacy skills aligned to the Year 10 English framework.

Creative Writing – *Growing Up in Australia*

Reading and Viewing – *The Hate U Give*

Learning Tasks

Term 1

Strategically targeted instruction designed to strengthen language and literacy skills aligned to the following learning tasks:

- Creating Texts

Term 2

Strategically targeted instruction designed to strengthen reading and literacy skills aligned to the following learning task:

- Text Response Essay
- Examination

Overview:

Support for Literacy shadows the Year 10 English curriculum to support students in building their literacy skills and confidence in relation to their classroom learning. Students are provided with additional resources and time to work on mainstream English tasks, along with detailed explanations and review of core content and the development of literacy skills in a broader context. Classes have a maximum of 13 students to ensure opportunities for individualised support and one-on-one time with the teacher. Students additionally engage in a diverse range of targeted literacy interventions aimed at strengthening higher-order language competencies. These activities include differentiated instruction in syntactic and paragraph-level composition and the development of critical reading comprehension and analytical interpretation skills.

Please note this subject is designed to support students who need literacy intervention or assistance in developing their language skills to build confidence in the mainstream curriculum. It is not an extension program.

Term 1

Key Skills

Writing Skills

- create texts that experiment with literary language features and literary devices for particular purposes and effects VC2E8LE06
- review and edit to refine and clarify ideas to improve the effectiveness and coherence of texts, and reflect on these processes VC2E8LY09

Language and Literature Skills

- explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts... may represent the values of individuals and groups VC2E8LE01
- explore how language features... create tone and voice, and how literary devices... create meaning and aesthetic qualities VC2E8LE05

Learning Habits

- **Self-Motivation** – to plan, draft and refine creative writing, using feedback to develop and sustain ideas.

Term 2

Key Reading and Viewing Skills

- describe how representations of people, places and events reflect the context of the text VC2E8LY04
- explore how still images, moving images and sound use intertextual references to enhance and layer meaning VC2E8LA07
- understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims VC2E8LA04

Learning Habits

- **Communication** – to discuss and present interpretations of films, using precise language and evidence to convey ideas clearly.

Home Learning:

To consolidate classwork, students should:

- View set films and reread short stories to consolidate understanding
- Discuss and reflect on key themes and ideas
- Plan, draft and refine written responses using feedback

Parents/Guardians can support their student by:

- Discussing key ideas, themes and techniques from set texts
- Supporting comprehension of character, perspective and genre through shared reading and discussion
- Encouraging use of teacher feedback and supporting the proofreading process

Resources to access more information:

- [Writing Fiction](#)
- [Film Language and Techniques](#)
- [ClickView - The Hate U Give](#)
- [How to analyse film in Year 10](#)

Semester 2

Literacy skills aligned to the Year 10 English framework
Reading and Viewing – **Macbeth**
Exploring Argument

Learning Tasks

Term 3

Strategically targeted instruction designed to strengthen language and literacy skills aligned to the following learning tasks:

- Text Response – Macbeth
- Oral Presentation - Macbeth

Term 4

Strategically targeted instruction designed to strengthen reading and viewing skills aligned to the following learning task:

- Analysing Argument
- Examination

Overview:

Support for Literacy shadows the Year 10 English curriculum to support students in building their literacy skills and confidence in relation to their classroom learning. Students are provided with additional resources and time to work on mainstream English tasks, along with detailed explanations and review of core content and the development of literacy skills in a broader context. Classes have a maximum of 13 students to ensure opportunities for individualised support and one-on-one time with the teacher. Students additionally engage in a diverse range of targeted literacy interventions aimed at strengthening higher-order language competencies. These activities include differentiated instruction in syntactic and paragraph-level composition and the development of critical reading comprehension and analytical interpretation skills.

Please note this subject is designed to support students who need literacy intervention or assistance in developing their language skills to build confidence in the mainstream curriculum. It is not an extension program.

Term 3

Key Skills

Reading Skills

- use comprehension strategies... to interpret & evaluate ideas VC2E8LY07
- explore how language features... create tone and voice, and how literary devices... create meaning and aesthetic qualities VC2E8LE05

Speaking and Listening Skills

- deliver structured spoken texts for particular purposes and audiences to suit formal and informal contexts, using features of voice and multimodal or digital elements VC2E8LY02

Learning Habits

- **Resilience** – to persevere with challenging Shakespearean language and unfamiliar ideas in order to develop deeper understanding
- **Communication** – share ideas with others and listen to those shared

Term 4

Reading and Language Skills

- understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values VC2E10LA02
- analyse and evaluate the ways that language features represent perspectives on an issue, event, situation, individual or group, and the ways that quotations and sources are used and repurposed in a text VC2E8LY05

Learning Habits

- **Curiosity** – to explore how writers construct arguments through language choices, structure, and rhetorical devices

Home Learning:

To consolidate classwork, students should:

- Reread extracts from **Macbeth** to consolidate understanding of plot, characters and themes
- Discuss and reflect on themes and ideas
- Plan, draft and refine written responses using feedback
- Review metalanguage used to analyse the construction of persuasive texts

Parents/Guardians can support their student by:

- Discussing key ideas, characters and techniques from set texts
- Discussing current issues in the media and exploring viewpoints
- Encouraging use of teacher feedback and the drafting and editing process

Resources to access more information:

- [Macbeth Study Guide 1](#)
- [Macbeth Study Guide 2](#)
- [Behind the News High](#)
- [Spelling, Punctuation and Grammar](#)

YEAR 10 INTRODUCTION TO SPECIALIST MATHEMATICS

Semester 1 or 2 Trigonometry Calculus	Learning Tasks	
	Term 1 or 3 Trigonometry Task	Term 2 or 4 Calculus Application: Rollercoaster Engineering

Overview:

Year 10 Introduction to Specialist Mathematics provides students with opportunities to extend their mathematical understanding through advanced study of trigonometry and introductory calculus. Students engage in challenging investigations, mathematical modelling and real-world applications that require a high level of critical thinking, reasoning and problem-solving. Emphasis is placed on exploring complex relationships, testing conjectures, justifying solutions and communicating mathematical ideas effectively.

Term 1 or 3

Key Skills

- Apply trigonometric ratios and Pythagoras' Theorem to solve complex problems.
- Convert between degree and radian measure.
- Solve trigonometric equations and interpret solutions.
- Sketch and analyse sine and cosine functions, including transformations.
- Investigate relationships between graphical, numerical and algebraic representations.
- Use CAS technology to explore trigonometric relationships and verify solutions.

Learning Habits

Curiosity- investigating patterns and relationships within trigonometric functions, equations and graphs.

Creativity- designing original mathematical problems and exploring different solution methods.

Communication- explaining reasoning, constructing mathematical arguments and presenting solutions using precise mathematical language

Term 2 or 4

Key Skills

- Develop an understanding of differentiation and its graphical meaning.
- Create and analyse mathematical functions using calculus concepts.
- Apply mathematical modelling techniques to real-world design challenges.
- Collaborate effectively to investigate, test and refine solutions.
- Evaluate the effectiveness of mathematical models and identify limitations.
- Present mathematical findings and justify design decisions.
- Use CAS technology to model, analyse and investigate functions.

Learning Habits

Resilience- refining mathematical models and improving solutions through testing and evaluation.

Creativity- designing and optimising roller coaster models using mathematical functions.

Self-Motivation- through independent investigation, project planning and collaborative problem-solving.

Home Learning:

To consolidate classwork, students should:

- Regularly revise concepts and techniques introduced throughout the course.
- Review notes, worked examples and teacher feedback.
- Prepare for assessment tasks through independent research and exploration.

Parents/Guardians can support their student by:

- Encouraging persistence when tackling challenging mathematical concepts.
- Encouraging students to explain their mathematical thinking and reasoning.
- Supporting independent inquiry and investigation beyond the classroom.

Resources to access more information:

[Department of Education Arc Resources Year 10 Maths](#)

YEAR 10 GREEK

Semester 1

Topic 1: Personal image
Topic 2: School; why learn Greek?
Topic 3: Healthy lifestyles; the Mediterranean Diet

Learning Tasks

Term 1

-Respond in writing to a prompt about personal image. (practice personal writing tasks e.g. email)
-An informal spoken interaction on a personal issue (about school and language learning)

Term 2

-Interpret information from multi-modal texts and provide written responses (listening and reading tasks)

Overview:

Year 10 Greek develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening, and speaking. Students continue to expand their vocabulary on new topics about their personal world and broader topics of Greek speaking communities. They apply more complex grammatical structures and experiment with formal and informal writing. Students are encouraged to sustain interactions with peers by sharing opinions and experiences, making decisions and planning events. They communicate information and ideas using different modes of presentation to suit audience and purpose and practise locating and analysing information and perspectives from a range of texts.

Term 1

Key Skills

- Learn how to use more complex adjectives to describe themselves
- Understand derivatives and word families (verb, noun, adjective)
- Further develop their understanding of the 4 cases and apply them in their own writing
- Justify their opinion, express agreement and disagreement
- Practise using personal verbs in the active and passive

Learning Habits

Resilience and self-motivation: persevere even when the content is challenging, learn from mistakes

Curiosity: ask questions, show a desire to learn new vocabulary and new grammar rules

Communication: show a willingness to read or speak in Greek despite errors

Term 2

Key Skills

- Develop reading and listening comprehension skills
- Summarise, compare and contrast
- Build vocabulary specific to topic (food groups)
- Interpret visuals (food pyramid)
- Focus on noun declensions and the 4 cases, when to use the nominative and accusative

Learning Habits

Resilience and self-motivation: persevere even when the content is challenging, learn from mistakes

Curiosity: ask questions, show a desire to learn new vocabulary and new grammar rules

Communication: show a willingness to read in Greek despite errors

Home Learning:

To consolidate classwork, students should:

- Revise new vocabulary regularly
- Practise reading texts in Greek
- Engage in real life interactions with family
- Complete any unfinished class work

Parents/Guardians can support their student by:

- Ensuring that their child is organised for school
- Checking in on new material and practising verbal communication with their child
- Ensuring that their child engages in revision of new vocabulary and grammar
- Provide access to age-appropriate Greek films on streaming services and listen to Greek music
- Participate and have meaningful discussions about Greek cultural and religious festivals (Antipodes, Greek concerts, Easter etc.)

Resources to access more information:

Kahoot (play solo)
WordReference.com
EDIAMME online texts (Μαργαρίτα 5 & 6)
Greekathon.weebly.com
YouTube channel "Easy Greek"
GreekPod101

Semester 2

Topic 1: The life of an athlete

Topic 2: Made in Greece

Topic 3: Migration and food culture through film

Learning Tasks

Term 1

-Use information from multi-modal texts to write an extended response. (practice listening tasks and writing tasks)

Term 2

-Oral presentation to an audience. (research and organise material in a PPT)
-Respond in writing to stimulus material. (practice writing tasks from audio-visual material)

Overview:

Comparing and justifying, inference

Year 10 Greek develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening, and speaking. Students continue to expand their vocabulary on new topics about their personal world and broader topics of Greek speaking communities. They apply more complex grammatical structures and experiment with formal and informal writing. They are asked to compare, justify and synthesise information from a range of texts. Students are encouraged to sustain interactions with peers by sharing opinions and experiences, making decisions and planning events. They communicate information and ideas using different modes of presentation to suit audience and purpose.

Term 1

Key Skills

- Focus on unpacking a text; identifying literal and inferred information, read between the lines
- justify responses with specific evidence from reading and listening texts
- Practise linking, comparing, and synthesising information
- Focus on the simple and continuous past in both active and passive voice
- Focus on irregularities of nouns and adjectives

Learning Habits

Curiosity: ask questions, show a desire to learn new vocabulary and more complex grammar rules

Creativity: show enthusiasm about exploring and experimenting with the Greek language to produce original text

Resilience: treat challenges as learning opportunities and use feedback to improve

Term 2

Key Skills

- Identifying literal and inferential meaning in texts
- Communicate information and ideas to suit the audience and purpose
- Use appropriate pronunciation, rhythm and stress in speech
- Respond to stimulus material by expressing feelings and opinions about themes, events and characters

Learning Habits

Communication: show a willingness to speak in Greek despite errors and listen carefully to my peers' ideas when they are presenting (attentive when receiving information)

Creativity: show enthusiasm about exploring and experimenting with the Greek language to produce original text (e.g. PPT)

Resilience: treat challenges as learning opportunities and use feedback to improve

Home Learning:

To consolidate classwork, students should:

- Revise new vocabulary regularly
- Practise reading texts in Greek
- Engage in real life interactions with family
- Complete any unfinished class work

Parents/Guardians can support their student by:

- Ensuring that their child is organised for school
- Checking in on new material and practising verbal communication with their child
- Ensuring that their child engages in revision of new vocabulary and grammar
- Provide access to age-appropriate Greek films on streaming services and listen to Greek music
- Participate and have meaningful discussions about Greek cultural and religious festivals (Antipodes, Greek concerts, Easter etc.)

Resources to access more information:

Kahoot (play solo)
WordReference.com
EDIAMME online texts (Μαργαρίτα 5 & 6)
Greekathon.weebly.com
YouTube channel "Easy Greek"
GreekPod101

Semester 1	Learning Tasks	
	Term 1	Term 2
Topic 1: Comprehensive review of Year 9 grammar		Oral – participate in an interview on students' personal world
Topic 2: Travel experiences. Using the perfect past tense.	Grammar and Writing tests: Recall and application of the past tenses. Constructing extended responses in Italian.	Grammar and Writing Tests
Topic 3: Talking about the past. Childhood memories and experiences using the imperfect past tense.	Listening & Reading Comprehension Tests	Listening & Reading Comprehension Tests

Overview:

Students will consolidate their understanding of the Italian language through the four key skills of reading, writing, listening, and speaking. They will be introduced to a range of grammar structures that will provide a strong foundation for VCE Italian. Emphasis will be placed on developing their ability to use the past tenses to describe past experiences, such as travel, real or imagined, and childhood memories. In addition, students will engage in a spoken exchange about their personal world, including family, school and pastimes.

Term 1

Key Skills

- Apply year 9 grammar with increased accuracy
- Use the perfect past tense to describe past experiences, particularly travel

Learning Habits

Resilience and self-motivation: Persevere, even when content is challenging. Develop study and organisational skills for efficient and regular revision of content

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information.

Term 2

Key Skills

- Use the imperfect past tense to narrate childhood memories.
- Identify when to use the perfect and imperfect tenses
- Combine the use of both tenses to create more complex and varied texts

Learning Habits

Resilience and self-motivation: Accept new challenges, persevere when work becomes challenging, learn from mistakes. Devote time to independent study at home to consolidate understanding of new content.

Curiosity: Ask questions to improve understanding, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets and other resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment
Encourage students to practise and showcase new vocabulary and language learned each week.
Encourage students to practise spoken language, particularly prior to oral assessments.
Provide access to age-appropriate Italian films on streaming services.

Resources to access more information:

Google Classroom Resources
Quizlet study sets
You tube channels on key grammar points covered

Semester 2	Learning Tasks	
	Term 3	Term 4
Topic 1: Future careers and occupations	Grammar and writing tests	Oral – participate an interview on future plans and aspirations
Topic 2: Use of the conditional to express uncertainty, possibility, wishes, hypotheses, polite requests, and give advice.	Listening Comprehension tests- Responding in English and Italian	Grammar and Writing Tests, including extended responses in Italian (120-150 words)
	Reading Comprehension tests- Responding in English and Italian	Listening & Reading Comprehension Tests
		Introduction to interpretive communication. Students interpret information from two texts and respond in writing in Italian and in English.

Overview: This course is designed to prepare students for VCE Italian and to raise their cultural awareness. The focus this semester is discussing future plans and aspirations as well as hypothetical situations that require use of 'if' clauses and the conditional tense. Students will develop their writing skills by producing more extended responses and responding to questions that require synthesis of information from written, spoken and visual texts.	
Term 3 Key Skills - Understand and use the future tense in Italian - Understand the conditional mood in Italian - Compare the future and conditional tenses Learning Habits Resilience: persevere, even when content is challenging. Curiosity: Ask questions, explore additional vocabulary and phrases and resources independently Communication: interact and exchange information.	Home Learning: To consolidate classwork, students should: - Engage in regular revision of unit vocabulary and grammar - Practise Quizlet Study sets and other resources on Google Classroom - Complete assigned homework Parents/Guardians can support their student by: Assist students with organisation of books and equipment Encourage students to practise and showcase new vocabulary and language learned each week. Encourage students to practise spoken language, particularly prior to oral assessments. Provide access to age-appropriate Italian films on streaming services.
Term 4 Key Skills - Understand and use the conditional mood in Italian - Understand and apply basic 'if' clauses - Combine the use of the future tense and conditional mood for more complex and varied texts - Participate in an interview about future plans and aspirations Learning Habits Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes. Curiosity: Ask questions, explore and use additional vocabulary and phrases. Communication: Participate in class, volunteer information and interact with others.	Resources to access more information: Google Classroom Resources Quizlet Study sets You Tube sites: https://www.youtube.com/@EasyItalian https://www.youtube.com/@LearnAmo https://www.youtube.com/@ProfessorDaveExplains

Semester 1

[Topic 1] At Restaurant
[Topic 2] What kind of person?
[Topic 3] Homestay
[Topic 4] Directions

Learning Tasks

Term 1

Unit 6 Test (Listening, Reading and Writing)
Unit 6 Speaking Assessment (Restaurant Role-play)
Unit 7 Test (Listening, Reading and Writing)

Term 2

Unit 8 Test (Listening, Reading, and Writing)
Unit 8 Speaking Assessment (Interview about exchange student life in Japan)
Unit 9 Test (Listening, Reading, and Writing)

Overview:

In Year 10 Japanese, students build on foundational skills developed in Year 9. They deepen their understanding and practical use of the language through listening, speaking, reading and writing activities. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret information in texts and demonstrate their understanding of different perspectives. They identify information and respond in Japanese or English, adjusting their language to convey meaning. They use a combination of Hiragana, Katakana and a range of familiar Kanji appropriate to context.

Students apply features and conventions of spoken Japanese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this influences their ideas and ways of communicating.

Term 1

Key Skills

- Learn how to make a conversation in a restaurant
- Learn how to describe someone's physical appearance and personality
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 2

Key Skills

- Understand daily life in Japan and differences in lifestyles between Australia and Japan
- Asking for permission to do something and prohibiting someone from doing something
- Learn how to give directions
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular practice of Hiragana and Katakana.
- Regularly revise vocabulary and grammar learned in class
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise hiragana regularly, as well as revising new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom
Textbooks
Online apps to practise Kanji and Katakana (e.g. Kana school)

Semester 2

[Topic 1] Sports

[Topic 2] Part-time job

[Topic 3] Pop Culture in Japan

Learning Tasks

Term 3

Unit 10 Test (Listening, Reading, and Writing)

Unit 10 Speaking Assessment
(Speech about my family/friend)

Term 4

Unit 11 Test (Listening, Reading, and Writing)

Unit 11 Speaking Assessment (Job interview)

Unit 12 Test (Listening, Reading, and Writing)

Overview:

In Year 10 Japanese, students build on foundational skills developed in Year 9. They deepen their understanding and practical use of the language through listening, speaking, reading and writing activities. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret information in texts and demonstrate their understanding of different perspectives. They identify information and respond in Japanese or English, adjusting their language to convey meaning. They use a combination of Hiragana, Katakana and a range of familiar Kanji appropriate to context.

Students apply features and conventions of spoken Japanese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this influences their ideas and ways of communicating.

Term 3

Key Skills

- Learn how to say that I like or dislike doing something
- Learn how to say that I am good at or bad at doing something
- Learn how to say that you can or cannot do something
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 4

Key Skills

- Learn how to list some of the activities that you do
- Learn how to give the purposes of actions
- Learn how to compare two things and giving an opinion
- Learn how to talk about someone doing two actions at the same time
- Learn how to talk about experience
- Continue practising reading and writing Hiragana, Katakana and Kanji

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular practice of Hiragana and Katakana.
- Regularly revise vocabulary and grammar learned in class
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise hiragana regularly, as well as revising new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Textbooks

Online apps to practise Hiragana and Katakana (e.g. Kana school)

YEAR 10 ACCOUNTING AND BUSINESS

Semester 1 or 2 AOS 1 - Planning the Business AOS 2 - Accounting	Learning Tasks	
	Term 1/3	Term 2/4
	The Business Plan	- Accounting SAC - Semester Exam

Overview:

Accounting and Business gives students an overview of how businesses operate and manage their finances. Students explore how business ideas are developed and planned, including entrepreneurship, goal setting, marketing, legal requirements, corporate social responsibility, and the influence of technological change.

The subject also introduces basic accounting concepts and practices, helping students understand how businesses record transactions and measure financial performance. Students learn key accounting terms and concepts and are introduced to common financial reports such as cash flow statements, income statements, and balance sheets.

Term 1/3

Key Skills

- Creative thinking and business planning skills, including generating and developing business ideas, setting goals, and planning for success.
- Understanding of business operations and responsibilities, such as marketing, legal requirements, ethical decision-making, and corporate social responsibility.
- Critical thinking and evaluation skills, enabling students to analyse how businesses respond to consumer needs, competition, and technological change.

Learning Habits

Organisation: the ability to plan, manage time effectively, and meet deadlines when completing a long-term task.

Persistence: the capacity to sustain effort, overcome challenges, and refine work over time.

Term 2/4

Key Skills

- To understand and distinguish accounting elements.
- To record transactions into cash receipts and cash payment journals.
- To understand the purpose of preparing financial reports and to prepare financial reports using the given information.

Learning Habits

Self-Management: students use class time productively to complete learning tasks and activities.

Reflection: students reflect on feedback and make improvements to their learning strategies.

Home Learning:

To consolidate classwork, students should:

- Review key notes:** revisit important concepts, terminology and examples.
- Complete practice tasks:** apply knowledge through exercises or case studies.
- Reflect and plan:** identify challenges and prepare questions for next lesson.

Parents/Guardians can support their student by:

- Discussing business ideas, financial decisions, and budgeting in everyday life.
- Involving students in planning and managing money for household expenses or small projects.
- Reflecting on the impact of spending, saving, and ethical or sustainable business practices.
- Supporting and monitoring the completion of classwork, homework, and project tasks.

Resources to access more information:

Economics & Business Victorian Curriculum:

<https://f10.vcaa.vic.edu.au/learning-areas/humanities/economics-and-business/curriculum>

YEAR 10 ECONOMICS AND GLOBALISATION

Semester 1 or 2

Unit 1 - Economics
Unit 2 - Globalisation
Unit 3 - Trade Research

Learning Tasks

Term 1/3

Economics Test

Term 2/4

Globalisation Test
Trade Research Report
Semester Exam

Overview:

The Economics unit will introduce students to the basic mechanism of a functioning economy. Students will explore key economic concepts, including supply and demand, key economic stakeholders, and different types of resources as well as learning how economic decisions are being made in people's daily lives.

The Globalisation unit focuses on the causes and the impacts of globalisation. Students will investigate the benefits and drawbacks of globalisation, the impacts of protectionist policies on trade and the effects of exchange rates on people's daily lives.

In the Trade Research unit, students will have the opportunity to independently carry out a research project on how countries trade. This will allow students to learn how to collect information from credible sources, present findings using digital tools and support arguments with sufficient evidence and data.

Term 1/3

Key Skills

- Evaluate a response to an economic and business issue, using cost-benefit analysis or criteria
- Draw logical conclusions based on data and information from verified sources
- Use data and information to address economic issues through recognition of trends and cause-and-effect relationships

Learning Habits

- Communication - Students articulate and exchange opinions on current economic issues with each other.
- Curiosity - Students put effort into learning new concepts and asking questions about the content.

Term 2/4

Key Skills

- Draw logical conclusions based on data and information from verified sources
- Explain and present arguments about economics concepts and issues using subject-specific terminology, with reference to sources
- Draw logical conclusions based on data and information from verified sources

Learning Habits

- Self-Motivation - Students independently use allocated class time to carry out an extended research project
- Resilience - Students reflect on the difficulties they have encountered during different forms of assessments and aim to improve by acting on feedback.

Home Learning:

To consolidate classwork, students should:

- Complete homework on time to the best of their abilities
- Revise regularly using flash cards or other study tools
- Engage with wider source materials, such as articles and podcasts

Parents/Guardians can support their student by:

- Encouraging students to stay up to date to current issues by watching the news or reading newspapers.
- Reflecting on feedback provided by the teacher.
- Discussing relevant topics and issues with the students.

Resources to access more information:

Economics & Business Victorian Curriculum:
<https://f10.vcaa.vic.edu.au/learning-areas/humanities/economics-and-business/curriculum>

YEAR 10 GEOGRAPHY

Semester 1 Environmental Change and Management Human Wellbeing	Learning Tasks	
	Term 1	Term 2
	Climate Change Test Environmental Change and Management Research Presentation	Human Wellbeing Fieldwork Report Semester Exam

Overview:

Students investigate how interactions between people and environmental processes shape places over time. They analyse the impacts of human activity on environments, and how environmental conditions influence human activity. Students evaluate the distribution of geographical phenomena, examine interconnections between people, places and environments, and consider the consequences of these relationships. They also explore sustainability and evaluate strategies to address environmental and social challenges using environmental, social and economic criteria.

Environmental Change and Management focuses on environmental geography, exploring the causes and impacts of environmental change. Students investigate a case study in Australia and one in another country, analysing the factors driving change and strategies used to manage it.

Geographies of Human Wellbeing examines differences in wellbeing between places at global, national and local scales. Students explore how wellbeing is measured, analyse spatial inequalities, and evaluate initiatives designed to improve human wellbeing and reduce disparities.

Term 1

Key Skills

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales

Learning Habits

Communication - Where information is exchanged between individuals, sending or receiving information.

Creativity - Use their imagination to innovate and create new ways to do something

Term 2

Key Skills

- collect, process and compare information and data from primary and secondary sources, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate
- develop a range of relevant questions about a geographical phenomenon, issue or challenge.
- represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies

Learning Habits

Curiosity - A strong desire to know or learn something.

Self-Motivation - Initiative to undertake or continue a task or activity

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Complete consistent unit and exam revision

Parents/Guardians can support their student by:

- Discussing topics with student.
- Watching documentaries or reading articles together.
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Geography Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities/geography/curriculum>

Semester 1 or 2 World War 2 Rights and Freedoms	Learning Tasks	
	Term 1/3	Term 2/4
	World War II Essay	Rights and Freedoms Source Analysis End of Unit Exam

Overview:

Students who study Year 10 History explore the causes, experiences and consequences of World War II, including a focused study of the Holocaust, as well as the development of the Civil Rights movement in Australia. Throughout the semester, students investigate how historical events have shaped modern societies and consider the impact of discrimination, conflict and social change.

Students develop key historical thinking skills, including analysing and interpreting primary and secondary sources, evaluating different historical perspectives, and constructing evidence-based arguments. They learn to examine the reliability and usefulness of sources while exploring the experiences of individuals and groups during these significant historical events.

Term 1/3

Key Skills

- analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments
- evaluate the significance of individuals, groups, movements, events, developments and ideas

Learning Habits

Communication – Voice opinions, ideas, and emotions with others

Curiosity – Ask questions to learn from others

Term 2/4

Key Skills

- evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences
- formulate, refine and use historical questions to inform historical investigations
- construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – develop independence in learning

Home Learning:

To consolidate classwork, students should:

- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Annotate class resources and readings

Parents/Guardians can support their student by:

Discussing topics with student.
Watching documentaries or reading articles together.
Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects

<https://www.abc.net.au/education>

History and Civics & Citizenship
Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Trove at the National Library of Australia

<https://trove.nla.gov.au>

YEAR 10 PHILOSOPHY

Semester 1 or 2 Aesthetics Formal Logic Ethics	Learning Tasks	
	Term 1/3	Term 2/4
	Aesthetics Test	- Formal Logic Test - Ethics Essay
Overview: Students engage with several areas of philosophy in order to develop their critical and creative thinking, their writing, as well as refining their capacity for refined and respectful argument. Students will investigate the nature of beauty, with reference to art, and other contemporary issues within aesthetics such as whether AI art can be considered art. In formal logic students will learn the common errors in reasoning, how to avoid them, and then how to construct arguments that are clear, coherent, and strong. These are excellent skills for students within a diverse range of subjects, such as English, Computing, and Mathematics. Finally, students will engage with ethics, exploring, understanding, and critiquing what world philosophers have argued, and will apply their own thinking to contemporary issues in ethics.		
Term 1 Key Skills - strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives. - the importance of critical analysis of thinking processes in different contexts, including for problem-solving, considering factors such as cognitive biases - how connections, distinctions and tensions between ethical concepts and between ethical perspectives are used to identify and analyse ethical issues, including their ethical significance, and how they are used to analyse responses to ethical issues, including their ethical significance. Learning Habits Creativity in students' expression of ideas, thoughts, beliefs, and values. Resilience Communication in students' development of polite, respectful, and collaborative discussions aiming to support epistemological progress.		Home Learning: To consolidate classwork, students should: - Discuss the key questions explored in the units such as: (What is the right thing to do in a situation?) (What makes something art?) etc. - Complete additional readings provided by their teacher to extend their thinking and understanding. - Respond to contemporary issues through a thought journal, wherein students unpack Parents/Guardians can support their student by: - Engaging in and prompting discussion, challenging students to see alternative perspectives and to refine their beliefs and reasoning. - Reading students' written work and asking questions. - Discussing news and current affairs. Resources to access more information: Stanford Encyclopedia of Philosophy (online) In Our Time with Melvin Bragg (Podcast)
Term 2 Key Skills - ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning, and ways to identify what qualities are required in different contexts. - complex reasoning errors including false dichotomies and appeal to consensus, their significance and how reasoning associated with these errors can be improved. - how and why ethical perspectives can be challenged and changed, such as increasing cultural diversity challenging a conception of shared expectations, and factors that support negotiating a shared ethical perspective such as respect for human rights. Learning Habits Curiosity to research and investigate contemporary ethical issues affecting students' world. Resilience to have their beliefs challenged, and to take on the duty of developing their beliefs, ideas, and values beyond common opinion.		

Semester 1 Australian Politics Global Politics Legal Studies	Learning Tasks	
	Term 1	Term 2
	News report on an Australian Political Issue	- Research task on a current global crisis - Test on the Australian Legal System - End of Semester examination

Overview:

This unit aims to provide students with an understanding of the political system in Australia and Global Politics. Students will also examine political issues from various perspectives and gain an understanding of various global actors and global crises. They will also examine the basis of the legal system and examine case studies of legal cases throughout history. It will provide students with the skills to undertake VCE Legal Studies and VCE Politics.

Term 1

Key Skills

- Participate in and evaluate the methods and strategies of civic participation with regard to contemporary issues, from local to global
- Evaluate the effectiveness of democratic decision-making
- Recommend changes to political, legal and/or civic institutions and justify these recommendations

Learning Habits

Resilience – a willingness to persevere when learning new concepts and when conducting research

Communication – students will prepare a news report and a speech on local and international political issues.

Term 2

Key Skills

- evaluate the power of Australian and international political actors with regard to contemporary issues, and these political actors' connections with institutions
- evaluate how the principles of justice (fairness, equality and access) are achieved through legal institutions and processes
-

Learning Habits

Self-motivation – students will need to work independently to complete a research project and revise for end-of-semester exams.

Curiosity – students will have the opportunity to explore new concepts that interest them

Home Learning:

To consolidate classwork, students should:

- Engage with news sources outside of class time
- Discuss current events in Australia and around the world with friends and family
- Revise key concepts at home to consolidate learning

Parents/Guardians can support their student by:

Asking students to discuss material covered in class

Discussing current events with their children

Watching news

sources/documentaries together.

Reviewing work completed by students before submission

Resources to access more information:

<https://f10.vcaa.vic.edu.au/learning-areas/humanities/civics-and-citizenship/curriculum?level=9%E2%80%9310>

YEAR 10 BIOLOGY

Semester 1 or 2 Inheritance Genetics Evolution	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Experimental Investigation (Genes in Action) Test (Inheritance)	Poster (Evolution) End of Unit Exam

Overview:

In Year 10 Biology, students explore the topic of genetics, specifically focusing on the role of DNA in the making of all living organisms and the importance of mitosis and meiosis. Students will be able to explain the principles of Mendelian inheritance and how it can be used to predict ratios of genotypes and phenotypes in monohybrid crosses. Students will also explore the theory of evolution by natural selection and be able to explain the theory using evidence (fossil record, biogeography, comparative embryology).

Term 1 or 3

Key Skills

- Explain the difference between genes, chromosomes, alleles and DNA
- Model and explain mitosis
- Explain how genetic information is passed from parent to offspring via meiosis and fertilisation
- Discuss how individuals have two copies of each gene and the impact this has on phenotype
- Predict genotypic and phenotypic ratios of a cross using punnet squares
- Analyse pedigree charts to track patterns of inheritance across generations

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to undertake research to support explanations in reports and science communication.

Communication – using precise science vocabulary.

Term 2 or 4

Key Skills

- Describe adaptations of living organisms that allow them to survive in their environment
- Predict the change in a species that comes with a change in the environment
- Discuss the evidence for evolution, and how species change over time

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – presenting learning in a variety of formats, considering the factors that might impact investigations.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

Semester 1 or 2 The Periodic Table Chemical Bonding Chemical Reactivity	<i>Learning Tasks</i>	
	Term 1 or 3	Term 2 or 4
	Periodic Table Test Chemical Bonding Test	Chemical Reactivity Experimental Investigation End of Unit Exam

Overview:

In this unit students understand the patterns and trends of elements in the Periodic Table, the structure of the atom, valency, ionic, covalent and metallic bonding and how a variety of reaction types can be represented by balanced chemical equations. Students revisit the substructure of atoms, drawn from previous years of study, and consolidate their understanding by looking closely at the patterns, trends and complexities of the elements of the Periodic Table. This knowledge is then used to begin to understand the nature of ionic, covalent and metallic bonds and, therefore, how elements form compounds. This will provide students with the foundation to understand and describe what chemical reactions are, as well as why and how they occur. Students begin to describe chemical reactions in terms of energy and use chemical formulae to balance equations.

Term 1 or 3

Key Skills

- Linking the properties of elements to their location on the Periodic Table.
- Determining numbers of subatomic particles and electron configurations for atoms, ions and isotopes.
- Explaining why and how different types of chemical bonding occur and representing different types of chemical bonds visually.
- Naming and writing formulae for ionic, covalent and metallic substances.

Learning Habits

Curiosity – hypothesising the properties of different types of substances based on their chemical bonding.

Self-motivation – being motivated to take on feedback to improve performance.

Term 2 or 4

Key Skills

- Balancing chemical equations with consideration of states and species involved.
- Classifying types of chemical reactions.
- Investigating chemical reactions experimentally.

Learning Habits

Communication – reporting on findings from experimental investigations.

Resilience – persisting through difficulty to solve hard problems.

Home Learning:

To consolidate classwork, students should:

- Ensure they keep up to date with all assigned classwork and homework.
- Reflect on feedback from class activities and/or assessments.
- Create mind maps or other visual representations to link concepts learned in class.

Parents/Guardians can support their student by:

- Asking students about topics they are learning about or practical activities they have completed.
- Discussing everyday examples of Chemistry with students (such as household chemicals or ingredients).
- Discussing assigned classwork or homework tasks with students.

Resources to access more information:

Google Classroom

YEAR 10 PHYSICS

Semester 1 or 2 Motion Electromagnetism Waves	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Motion Test Electromagnetism Scientific Poster	Waves Test End of Unit Exam

Overview:

In Year 10 Physics, students investigate and describe the formal relationships of objects in motion and use this to understand displacement and distance, speed, velocity and the acceleration of objects. Students also investigate the nature of forces and investigate in some detail the nature and effects of forces underpinned by Isaac Newton's three laws of motion. Students also investigate the nature of the Wave/Particle theory in order to understand and explain the transfer of energy through different mediums. The course also includes an introduction to electronics and students will be able to research some of new technological developments in this area and consider the potential benefits and disadvantages associated with their use.

Term 1 or 3

Key Skills

- Understanding the relationships between speed, time, acceleration and gravity
- Calculating measurements in motion using appropriate formulae and units
- Understand and draw graphs to represent data
- Explaining Newton's Laws of Motion
- Build a simple electric motor
- Investigate the effect of a magnet on a current from a battery

Learning Habits

Curiosity – asking questions, linking learning to real life contexts.
Self-motivation – being motivated to take on feedback to improve performance.

Term 2 or 4

Key Skills

- Explore sound waves as an example of a longitudinal wave
- Explore properties of sound and light waves
- Understand behaviour of waves
- Use the wave equation to calculate speed, wavelength and frequency
- Explain real life uses for studying the electromagnetic spectrum
- Explain the evolution of the universe since the big bang

Learning Habits

Communication – reporting on findings from experimental investigations.
Resilience – persisting through difficulty to solve hard problems.

Home Learning:

To consolidate classwork, students should:

- Ensure they keep up to date with all assigned classwork and homework.
- Reflect on feedback from class activities and/or assessments.
- Create mind maps or other visual representations to link concepts learned in class.

Parents/Guardians can support their student by:

- Asking students about topics they are learning about or practical activities they have completed.
- Discussing everyday examples of Physics with students (such as motion while driving)
- Discussing assigned classwork or homework tasks with students.

Resources to access more information:

Google Classroom
StileApp (students log in with Microsoft with school credentials)
<https://stileapp.com>

YEAR 10 PSYCHOLOGY

Semester 1 or 2

Intro to Psychology and the Brain
Memory: Forming and Forgetting
Mental Health, Wellbeing and Disorders

Learning Tasks

Term 1 or 3

Introduction to Psychology Test

Memory Experimental Investigation

Term 2 or 4

Case Study on a Serial Killer

End of Unit Exam

Overview:

Psychology is a subject where evidence for scientific theories is investigated and analysed. Students can expect to develop their research skills, gain a deeper understanding of the different careers in Psychology and critically analyse past and current understandings of human thoughts, feelings and behaviours. In this unit students are introduced to key scientific skills and the role. They will understand the role of a psychologist and the difference between psychology and psychiatry. Students gain an understanding of the role of Psychology in the criminal justice system and look at the mental health and the factors that contribute to mental illnesses. This course will introduce students to VCE Psychology and allow them to build upon the key scientific skills they have been introduced to in previous years.

Term 1 or 3

Key Skills

- Explain the roles and responsibilities of a profession in Psychology
- Explain ethical principles in psychological research
- Explain the theories of infamous psychologists
- Categorise the components of the human nervous system
- Differentiate between forms of short- and long-term memory
- Investigate the serial position effect

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to undertake research to support explanations in reports and science communication.

Communication – using precise science vocabulary.

Term 2 or 4

Key Skills

- Describe the impacts of stigma on an individual's mental health
- Define typical and atypical behaviours
- Identify culturally responsive practices to mental health
- Explain mental and mood disorders with reference to the biopsychosocial framework
- Create a case study on a famous serial killer

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – presenting learning in a variety of formats, considering the factors that might impact investigations.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

YEAR 10 ENVIRONMENTAL SCIENCE

Semester 1 or 2 What is the environment? Issues in the Environment Overcoming Issues in the Environment	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Environment Poster Climate Change Investigation Report	Overcoming Environmental Issues test End of Unit Exam

Overview:

Year 10 Environmental Science is an inquiry-based subject in which students will apply skills such as research, practical investigation, and communication to develop a deeper understanding of how environments work and how humans can impact them.

Students will complete projects exploring climate change, the effects of pollution on natural environments and ecosystems, as well as student led research into current global issues affecting the environment and technologies that may be used to reduce the impact of such issues. This course has strong links to a range of Science VCE subjects as well as Outdoor Education or Geography VCE classes.

Term 1 or 3

Key Skills

- Describe the biotic and abiotic components of the environment
- Describe an ecosystem in terms of communities, populations, and species
- Explain the flow of energy through an ecosystem
- Discuss how quadrats are conducted to determine the species richness of an environment
- Collect environmental data
- Summarise how matter cycles

Learning Habits

Curiosity – asking questions, linking learning to real life contexts.

Self-motivation – being motivated to take on feedback to improve performance.

Term 2 or 4

Key Skills

- Compare the natural and enhanced greenhouse effect
- Research a global environmental issue
- Conduct a survey on environmental issues
- Investigate strategies to reduce carbon emissions
- Explain how carbon capture is used to reduce greenhouse gases in the atmosphere.
-

Learning Habits

Communication – reporting on findings from student managed investigations.

Resilience – persisting through difficulty to solve hard problems.

Home Learning:

To consolidate classwork, students should:

- Ensure they keep up to date with all assigned classwork and homework.
- Reflect on feedback from class activities and/or assessments.
- Create mind maps or other visual representations to link concepts learned in class.

Parents/Guardians can support their student by:

- Asking students about topics they are learning about or investigations they have completed.
- Discussing how the environment links to everyday life
- Discussing assigned classwork or homework tasks with students.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

Semester 1 or 2	Learning Tasks	
	Term 1 or 3	Term 2 or 4
How is nature reflected in the development of new technologies?	Three Minute Thesis – current developments and needs in prosthetics	Presenting a Final Prototype
	Project Proposal	

Overview:

STEAM aims to apply concepts related to the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project.

Year 10 STEAM focuses on the big question ‘How is nature reflected in the development of new technologies?’. This course will address how nature is reflected in the development of technology (biomimicry). Students will analyse the mechanics of the human body and how these movements can influence the design of machines. They will work collaboratively using critical and creative thinking skills to design, construct, prototype and evaluate a functioning hydraulic system that models a specific movement. Students will use critical and creative thinking skills to generate a design; 3D print and construct a prototype and evaluate a functioning prosthetic that models a specific movement. Students will learn to use a project management process that enables them to progress effectively from initiation to completion, evaluating their work throughout.

Term 1 or 3

Key Skills

- Define and give examples of biomimicry
- Describe the movement of different joint types.
- Identify a need for new or developing technologies related to human movement and/or prosthetics
- Use the design process to inform the development of a project

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to manage a project across multiple weeks.

Communication – using language appropriate for the target audience and communicating findings.

Term 2 or 4

Key Skills

- Use principles of physics and simple machines to develop a working hydraulic arm
- Work collaboratively with others to meet a design brief
- Develop a design brief that defines the criteria for a proposed technology
- Use the design process to prototype and refine a proposed technology, documenting throughout.

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – developing novel solutions to real world problems and using the design process to develop these ideas.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed
- Reflect on the rubric and task instructions to ensure they have met criteria for assessment
-

Parents/Guardians can support their student by:

- Asking their student to explain their project and rationale
- Checking in on assigned homework and/or class task progress
- Reflecting on feedback

Resources to access more information:

Google Classroom

YEAR 10 ASTRONOMY

Semester 1 or 2 Exploring Space Stars and Solar Systems Galaxies and the Universe	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Space Exploration Poster Stars and the Solar System test	Stellar Evolution and Classification test End of Unit Exam

Overview:

In Year 10 Astronomy, students investigate the different technologies used to collect data and the types of data collected from space. Students will develop an understanding of how to describe the major components of the universe using appropriate terminology. Concepts such as the use of light spectra and brightness of stars will be used to identify elements of stars, their movements and their distances from Earth. Students will learn about the timeline of major changes in the universe that are thought to have occurred from the big bang through to the formation of the major components such as planets, stars, and galaxies. The course will also look at research and design of current space technologies making connections to the necessities of living in space.

Term 1 or 3

Key Skills

- Explain how new evidence changes scientific understanding
- Explain how Earth's rotation and orbit relate to apparent sky motion
- Use coordinates to identify object positions
- Interpret simple spectral data and identify what these reveals about composition, temperature and motion
- Explain how international cooperation supports space exploration
- Classify planets and explain how composition affects their features
- Apply Kepler's laws to real orbital examples

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to undertake research to support explanations in reports and science communication.

Communication – using precise science vocabulary.

Term 2 or 4

Key Skills

- Explain the role of gravity in stellar birth
- Describe how neutron stars and black holes form
- Interpret a Hertzsprung-Russell diagram
- Explore astrobiology
- Distinguish between types of galaxies
- Explain the role of gravity in galactic structure
- Explain how observations support formation theories
- Outline key stages of early universe development

Learning Habits

Curiosity – asking questions, linking learning to wider contexts.

Creativity – presenting learning in a variety of formats, considering the factors that might impact investigations.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

YEAR 10 ADVANCED PHYSICAL EDUCATION

Physical Education

Body systems
Energy systems
Biomechanics

Learning Tasks

Body systems test
Energy systems test
Biomechanics test

Overview:

In Advanced Physical Education, students will explore the science behind human movement and physical performance through a combination of practical and theoretical learning experiences. This semester, the focus will be on three key areas: Body Systems, Energy Systems, and Biomechanics. Students will investigate how the skeletal, muscular, and cardiorespiratory systems work together to support movement and exercise, while also examining how the body produces and uses energy during physical activity.

Through practical activities, fitness testing, and movement analysis, students will collect and interpret data to better understand factors that influence performance. They will develop skills in analysing movement, conducting investigations, and presenting findings through reports and other assessment tasks. The study of biomechanics will allow students to explore how forces and movement principles can be applied to improve sporting performance and reduce injury risk.

This subject provides students with an introduction to the concepts and skills studied in VCE Physical Education, offering a valuable foundation for future studies in the area. The program aims to develop students' understanding of the human body, enhance their critical thinking and analytical skills, and foster an appreciation of the relationship between physical activity, health, and performance.

NB: Advanced Physical Education consists of both practical and theory-based lessons. The order of topics will be covered at the discretion of the classroom teacher based on time of year, access to facilities, and learning opportunities.

Key Skills

- Investigate and explain how the skeletal, muscular and cardiorespiratory systems work together to support movement and physical activity.
- Analyse how the body's energy systems contribute to performance across a range of physical activities and sporting contexts.
- Collect, record and interpret physiological and performance data to evaluate physical activity and fitness outcomes.
- Apply biomechanical principles to analyse movement and identify strategies to improve performance and reduce injury risk.
- Apply scientific knowledge and terminology to explain the relationship between physical activity, health and performance.
- Critically analyse factors that influence participation, movement efficiency and sporting performance.
- Develop independent learning, problem-solving and analytical skills that provide a foundation for VCE Physical Education studies.

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate and extend their learning, students should:

- Review and apply key concepts related to body systems, energy systems and biomechanics.
- Participate in regular physical activity and reflect on performance data to support practical and theoretical learning.

Parents/Guardians can support their student by:

- Giving students time and access to physical activity opportunities
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum
<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

YEAR 10 HEALTH & PHYSICAL EDUCATION – GENERAL PE

General P.E Skill Acquisition SEPEP Acute Responses to Exercise Activity for Life	Learning Tasks	
	Term 1	Term 2
	Skill Acquisition - Written Test SEPEP – Planning and Running a Training Session	Acute Responses to Exercise – Written Test

Overview:

In General P.E, students will build confidence and competence through a variety of integrated theory and practical topics. This semester, the focus will be on four key areas: Skill Acquisition, SEPEP, Acute Responses to Exercise and Activity for Life.

This program gives students a preview of the kind of topics covered in VCE PE and it also aims to foster a lifelong enjoyment of physical activity and help students develop the confidence to participate in a wide range of physical pursuits.

Term 1

Key Skills

- evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations
- adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you

Curiosity – A strong desire to know or learn something

Communication – Information is exchanged between individuals, sending or receiving information

Creativity – The use of imagination or original ideas to create something: inventiveness

Term 2

Key Skills

- critique the effectiveness of strategies designed to enhance health, fitness and wellbeing
- propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others.

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you

Curiosity – A strong desire to know or learn something

Communication – Information is exchanged between individuals, sending or receiving information

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Complete workbook activities
- Revise for SACs
- Practice and develop practical skills outside the classroom

Parents/Guardians can support their student by:

- Giving students time and access to physical activity opportunities
- Checking the student's workbook
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

YEAR 10 YOUTH & COMMUNITY HEALTH

Health	Learning Tasks	
	Term A	Term B
	Youth and Wellbeing issues	Nutrient Assignment NHPA Presentation

Overview:

In Year 10 Youth and Community Health students will explore the factors that influence the health and wellbeing of young people and communities. Students develop an understanding of health and wellbeing through the physical, mental, emotional, social and spiritual dimensions of health, while examining how health status is measured and how health changes across the lifespan. Students investigate the role of nutrition in supporting health, including nutrients, healthy eating guidelines, food labels and dietary deficiencies. The course also examines Australia's National Health Priority Areas, exploring why these conditions have been selected, their impact on individuals and communities, and the role of health promotion programs in improving health outcomes.

A strong focus is placed on mental health and wellbeing, with students learning practical coping strategies, resilience-building techniques and ways to access support when needed. Through discussions, case studies and real-world examples, students develop the knowledge and skills to make informed decisions about their own health and contribute positively to the wellbeing of their communities. This program supports students in understanding the differences in health and wellbeing and health outcomes across different population groups and focuses on nutrition, NHPA's and mental health to explore this.

Term A

Key Skills

- Evaluate factors that shape identities and evaluate how individuals influence the identities of others
- Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing
- Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions
- Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term B

Key Skills

- Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions
- Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others
- Practice and develop skills and language outside the classroom

Parents/Guardians can support their student by:

- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

YEAR 10 APPLIED SPORT PROGRAM

Applied Sport

Activity Analysis
Fitness Components/Testing
Training Programs
Performance Enhancement & Recovery

Learning Tasks

Term 1

Activity Analysis

Term 2

Training Programs

Participation in Practical Activities

Overview:

In Applied Sport, students participate in units of work that teach them about how to improve their fitness in their own individualised way. Through Activity Analysis, students learn the various ways that a sport can be analysed, such as skill frequencies and movement patterns to allow determine the variety of fitness components required to participate in sport. Students gather data and reflect on these utilised fitness components and the various ways that these can be tested. Once student understand how their physical activity patterns work, they are able to build their own training programs to develop their fitness in a specialised way to improve their performance in the chosen sport. The performance enhancement and recovery unit focuses on nutrition, hydration and the psychological strategies used by athletes to improve sport performance.

Term 1

Key Skills

- Analyse, apply and adapt their own and others' movement skills in a range of challenging movement situations to enhance performance in indoor and outdoor settings
- Evaluate their own and others' movement compositions and provide and apply feedback to enhance performance, including the impact of the movement elements of time, effort, space, people and objects

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term 2

Key Skills

- participate in and evaluate physical activities designed to enhance health, fitness and wellbeing
- Design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve health-related fitness, health and wellbeing outcomes

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others.
- Use coursework task feedback to improve understanding.
- Practice and develop practical skills outside the classroom

Parents/Guardians can support their student by:

- Giving students time and access to physical activity opportunities
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

VCE UNIT 1 & 2: OUTDOOR & ENVIRONMENTAL STUDIES

	Learning Tasks	
	UNIT 1	UNIT 2
UNIT 1: Our place in outdoor environments Exploring outdoor environments Safe & sustainable participation in outdoor environments UNIT 2: Understanding outdoor environments Observing impacts on outdoor environments Independent participation in outdoor environments	SAC 1: Our place in outdoor environments SAC 2: Exploring outdoor environments SAC 3: Safe & sustainable participation in outdoor environments	SAC 1: Understanding outdoor environments SAC 2: Observing impacts on outdoor environments SAC 3: Independent participation in outdoor environments

Overview:

Unit 1: Connections with Outdoor Environments

In this unit, students explore how different people, including Indigenous and non-Indigenous Australians, connect with and understand the natural environment. Students learn why people enjoy spending time outdoors, what can affect their access to outdoor activities, and how experiences in nature can shape their views of the environment. Through outdoor activities, students develop practical skills and learn ways to care for and protect natural places.

Unit 2: Discovering Outdoor Environments

In this unit, students investigate how outdoor environments change over time and how people can impact these environments. Through case studies and outdoor experiences, students learn about land management, sustainability, and ways to reduce their impact on nature. They also explore different careers and perspectives related to outdoor environments while building their knowledge and skills through practical activities and reflection.

UNIT 1:

Key Skills

- Safely participate in specific outdoor experiences
- Interact sustainably with outdoor environments
- Plan for participation in a range of sustainable outdoor experiences

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Communication – Where information is exchanged between individuals: sending or receiving information.

UNIT 2:

Key Skills

- Plan and demonstrate safe and sustainable participation in outdoor environments
- Describe the influence of weather and weather patterns on planning and conducting outdoor experiences
- Analyse observations of impacts of groups on outdoor environments

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Communication – Where information is exchanged between individuals: sending or receiving information.

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others.
- Practice and develop literacy skills to respond to SAC and exam questions.

Parents/Guardians can support their student by:

- Promoting participation in camps and excursions for their student.
- Reflecting on feedback provided by the teacher.

Resources to access more information:

VCAA STUDY DESIGN:

<https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/outdoor-and-environmental-studies/outdoor-and-environmental-studies>

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1:	LT2	LT3	LT4
Experimentation Folio	Resolved Body of Work	Art Analysis	Exam

Overview:

In this unit, students explore drawing, painting, and printmaking, developing both observational and expressive skills through the study of figurative art. They build technical confidence by experimenting with a range of materials, processes, and visual conventions while investigating how artists represent the human form to communicate identity, emotion, and perspectives.

Students apply their skills to develop a resolved body of work, strengthening their understanding of proportion, colour, texture, composition, and printmaking processes. Throughout the unit, students use a visual diary to document their artistic practice, recording research, visual exploration, material experimentation, annotation, reflection, and the ongoing refinement of ideas.

Students investigate how artists from different cultures, times, and contexts have represented the human form, using appropriate visual arts terminology to analyse, compare, and evaluate artworks. Through written analysis and class discussion, they build confidence in responding to artworks critically while reflecting on how artistic choices communicate meaning and engage audiences.

This unit encourages students to develop technical skill, creative confidence, and an artistic voice while providing a strong foundation for further study in VCE Art: Creative Practice, Art: Making and Exhibiting, and Visual Communication Design.

Key Skills

Exploring & Developing Practices

- Students refine technical skills in drawing, painting, and printmaking through experimentation with materials, processes, and visual conventions.
- Students strengthen observational and expressive skills to represent the human form with increasing accuracy, confidence, and personal expression.
- Students investigate how artists use materials, techniques, and visual conventions to communicate ideas, identity, and meaning across different cultures, times, and contexts.
- Students use visual diaries to research, experiment, annotate, and reflect on their artistic practice, informing the development of a resolved body of work.

Creating & Presenting

- Students apply drawing, painting, and printmaking techniques to develop and resolve a body of work.
- Students select and manipulate visual conventions to communicate ideas, mood, identity, and meaning through considered artistic decisions.
- Students refine artworks through experimentation, reflection, and teacher and peer feedback.
- Students present and evaluate artworks using appropriate visual arts terminology, reflecting on how artistic choices communicate meaning and engage audiences.

Learning Habits

- **Curiosity:** Students deepen their understanding of the human form by observing closely and exploring how artists communicate identity, emotion, and meaning.
- **Resilience:** Students embrace challenges by refining ideas, responding to feedback, and persisting through the creative process to resolve increasingly sophisticated artworks.
- **Self-Motivation:** Students independently manage their artistic practice, developing ideas, refining their body of work, and responding to feedback.
- **Communication:** Students use visual arts terminology to analyse, discuss, and evaluate artworks, explaining how artistic choices communicate meaning.
- **Creativity:** Students develop an artistic voice by exploring ideas, refining techniques, and creating artworks that express individual perspectives.

Home Learning:

To consolidate classwork, students should:

- Continue developing their folio by refining sketches, recording observations, trialling materials and techniques, and responding to teacher feedback.
- Observe and sketch the human form, objects, or environments from life, and collect visual references that support the development of their body of work.
- Research artists and figurative artworks to investigate how materials, techniques, and visual conventions are used to communicate identity, emotion, and meaning.

Parents/Guardians can support their student by:

- Encouraging students to regularly update their experimentation folio, apply teacher feedback, and come to class prepared with the required materials and resources.
- Discussing the ideas and artistic choices behind their body of work, encouraging students to explain how they are developing their style and artistic intentions.
- Visiting galleries, exhibitions, or exploring online collections together to discuss how artists represent the human form and communicate ideas through different media and techniques.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [The Museum of Modern Art \(MoMA\)](#)

YEAR 10 PHOTOGRAPHY

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1	LT2	LT3	LT4
Analogue Photography Folio	Digital Photography Folio	Art Analysis	Exam

Overview:

In this unit, students explore photography as a creative artform, investigating both black and white analogue photography and digital image manipulation as powerful ways to communicate ideas, mood, and meaning. They develop technical skills using SLR (mechanical) and DSLR (digital) cameras, learning to compose and capture images that express personal and thematic concepts. Students gain practical experience in analogue and digital photographic processes, including processing film, developing negatives, printing in the darkroom, and enhancing images using digital editing software. They investigate the work of photomedia artists, analysing and comparing photographic artworks using appropriate visual arts terminology while considering the role of photography in contemporary culture and the creative industries.

Throughout the unit, students use a visual diary to plan, document, and reflect on their artistic practice as they develop a resolved body of photographic work. They also consider how photographic artworks can be curated and presented, exploring how sequencing, display, and presentation influence audience experience and strengthen the communication of ideas and meaning.

This unit strengthens technical skills, creative thinking, and visual literacy while providing a strong foundation for further study in VCE Art: Creative Practice, Art: Making and Exhibiting, and Visual Communication Design.

Key Skills

Exploring & Developing Practices

- Students refine analogue and digital photography skills by applying camera controls, composition, lighting, exposure, focus, and image manipulation techniques to communicate ideas and meaning.
- Students develop technical skills in black and white film processing, darkroom printing, and digital editing, experimenting with photographic processes and materials.
- Students investigate how photomedia artists use photographic techniques, visual conventions, and digital processes to communicate ideas, perspectives, and personal expression.
- Students use visual diaries to research, experiment, annotate, and reflect on their photographic practice, informing the development of a resolved body of work.

Creating & Presenting

- Students apply analogue and digital photographic processes to plan, develop, and resolve a body of photographic work.
- Students make informed artistic decisions by selecting and manipulating composition, lighting, viewpoint, contrast, and digital editing techniques to communicate ideas and meaning.
- Students refine photographic artworks through experimentation, reflection, and teacher and peer feedback.
- Students present and evaluate photographic artworks using appropriate visual arts terminology, reflecting on how photographic techniques, presentation, and image manipulation influence audience interpretation.

Learning Habits

- **Curiosity:** Students develop a photographer's eye by observing the world with intention, exploring how light, composition, and perspective can transform everyday subjects into meaningful images.
- **Resilience:** Students embrace the experimental nature of photography by refining images, responding to feedback, and persevering through both analogue and digital processes to achieve resolved artworks.
- **Self-Motivation:** Students take ownership of their photographic practice by independently managing their visual diary, developing a body of photographic work, and applying feedback to strengthen their artistic intentions.
- **Communication:** Students use appropriate visual arts terminology to analyse, discuss, and evaluate photographic artworks, explaining how visual and technical choices communicate meaning.
- **Creativity:** Students develop a photographic style by experimenting with camera techniques, image manipulation, and visual storytelling to communicate original ideas and perspectives.

Home Learning:

To consolidate classwork, students should:

- Continue developing their visual diary by refining photographic ideas, recording experimentation, and responding to teacher feedback.
- Practise photographing a range of subjects outside the classroom, experimenting with composition, lighting, perspective, and camera settings.
- Research photomedia artists and contemporary photography, analysing how photographic techniques and digital processes communicate ideas and meaning.

Parents/Guardians can support their student by:

- Encouraging students to regularly photograph their surroundings and discuss how composition, lighting, and editing influence the mood and meaning of an image.
- Supporting students to maintain their visual diary by applying teacher feedback, documenting experimentation, and coming to class prepared with the required materials.
- Visiting photography exhibitions, galleries, or exploring online collections together to discuss how photographers communicate ideas through analogue and digital processes.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [Museum of Australian Photography](#)

YEAR 10 SCULPTURE & CERAMICS

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1	LT2	LT3	LT4
Ceramics Folio	Sculpture Folio	Art Analysis	Exam

Overview:

In this unit, students explore sculpture and ceramics as creative three-dimensional artforms, developing technical skills and conceptual understanding. Throughout the unit, students document their research, experimentation, and reflections in a visual diary, supporting the development of their artistic practice.

Through ceramics, students develop technical skills in hand-building, wheel-forming, glazing, and decorative surface treatments to create both functional and sculptural forms. They experiment with a range of ceramic processes and materials, refining their craftsmanship while exploring how form, texture, and surface can communicate ideas and meaning. Through sculpture, students investigate appropriation - the practice of reusing and reinterpreting existing imagery, objects, or ideas to communicate new meanings. They explore how contemporary and historical artists use appropriation to express personal, social, and cultural ideas, applying mixed-media construction, assemblage, and sculptural processes to create original three-dimensional artworks.

Throughout the unit, students investigate sculptors and ceramic artists from different cultures, times, and contexts, using appropriate visual arts terminology to analyse and evaluate artworks. This unit encourages technical refinement, creative problem-solving, and conceptual thinking while providing a strong foundation for further study in VCE Art: Creative Practice and Art: Making and Exhibiting.

Key Skills

Exploring & Developing Practices

- Students refine skills in ceramics by experimenting with hand-building, wheel-forming, glazing, and surface decoration to develop confidence and control in 3D artmaking.
- Students develop sculptural skills through mixed-media construction, assemblage, and appropriation, exploring how objects, materials, and form can be reinterpreted to communicate new meanings.
- Students investigate how ceramic and sculptural artists use materials, techniques, and visual conventions to communicate ideas across different cultures, times, and contexts.
- Students use visual diaries to research, experiment, annotate, and reflect on their artistic practice, informing the development of resolved ceramic and sculptural artworks.

Creating & Presenting

- Students apply ceramic and sculptural techniques to develop and resolve a body of 3D artworks.
- Students select and manipulate materials, forms, and visual conventions to communicate personal, social, and cultural ideas through functional and sculptural artworks.
- Students refine artworks through experimentation, reflection, and teacher and peer feedback.
- Students present and evaluate artworks using appropriate visual arts terminology, reflecting on how materials, techniques, and artistic choices communicate meaning and engage audiences.

Learning Habits

- **Curiosity:** Students develop an artist's mindset by exploring how materials, objects, and forms can be transformed to communicate new ideas and meanings.
- **Resilience:** Students embrace the challenges of 3D artmaking by refining techniques, solving construction problems, and responding to feedback throughout the creative process.
- **Self-Motivation:** Students independently manage their artistic practice by developing ideas, documenting experimentation in their visual diary, and refining their ceramic and sculptural artworks.
- **Communication:** Students use appropriate visual arts terminology to analyse, discuss, and evaluate artworks, explaining how materials, techniques, and artistic choices communicate meaning.
- **Creativity:** Students develop original 3D artworks by experimenting with materials, taking creative risks, and applying personal ideas through appropriation.

Home Learning:

To consolidate classwork, students should:

- Continue developing their visual diary by refining ideas, recording experimentation, and responding to teacher feedback.
- Research ceramic and sculptural artists, exploring how materials, techniques, and appropriation are used to communicate ideas and meaning.
- Collect visual references, found objects, and design ideas that support the development of their ceramic and sculptural artworks.

Parents/Guardians can support their student by:

- Encouraging students to regularly update their visual diary, apply teacher feedback, and come to class prepared with the required materials and resources.
- Discussing the ideas, materials, and artistic choices behind their ceramic and sculptural artworks, encouraging students to explain how they are developing their concepts.
- Visiting galleries, sculpture parks, museums, or exploring online collections together to discuss how artists use 3D forms and materials to communicate ideas.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [The Museum of Modern Art \(MoMA\)](#)

YEAR 10 VISUAL COMMUNICATION DESIGN

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1	LT2	LT3	LT4
Elements & Principles Folio	Architectural Design Folio	Industrial Design Folio	Exam

Overview:

In this unit, students explore how designers use visual language to solve problems, communicate ideas, and respond to specific communication needs for intended audiences and users. They investigate contemporary design practice across the fields of environmental (architecture), industrial and communication, analysing how purpose, context, and audience influence design decisions. Students apply the design process to develop creative solutions for real-world design briefs, including an architectural mini-home and a presentation drawings Folio. Through freehand, instrumental, and digital drawing, they refine visualisation and presentation skills while applying the design elements and principles to make purposeful design decisions. Working with a range of materials, methods, media, and industry-based approaches, students document their research, ideation, development, and evaluation in a design folio as they refine solutions that effectively meet communication needs.

Throughout the unit, students investigate the work of designers from different times, places, and contexts, using appropriate design terminology to analyse, compare, and evaluate design solutions. This unit develops design thinking, technical drawing skills, and creative problem-solving while providing a strong foundation for further study in VCE Visual Communication Design, Art: Creative Practice, Art: Making and Exhibiting, and Product Design and Technologies.

Key Skills

- Students interpret design briefs by identifying communication needs, target audiences, users, purposes, contexts, and constraints.
- Students apply design thinking strategies to generate, develop, and refine purposeful design ideas that respond to user needs and solve design problems.
- Students refine freehand, instrumental, and digital drawing skills to visualise, communicate, and present design ideas with increasing confidence and technical accuracy.
- Students develop spatial reasoning and technical drawing skills by designing architectural environments and functional products that consider form, structure, proportion, usability, and aesthetic qualities.
- Students apply design elements, design principles, method, media and materials to create effective visual communication solutions across a range of design fields.
- Students investigate contemporary and industry-based design practices to understand how designers develop, test, refine, and present solutions for specific audiences and contexts.
- Students document the design process in a folio, using research, ideation, development, annotation, testing, evaluation, and reflection to inform design decisions.
- Students evaluate and justify design solutions using appropriate Visual Communication Design terminology, reflecting on how effectively their work responds to the design brief and communication needs.

Learning Habits

- **Curiosity:** Students think like designers by questioning how design influences everyday life and exploring how purposeful design can improve the way people communicate, interact, and experience the world.
- **Resilience:** Students embrace the iterative nature of the design process by testing ideas, responding to feedback, and refining design solutions to better meet user and communication needs.
- **Self-Motivation:** Students take ownership of their design practice by independently managing their folio, meeting project milestones, and refining ideas through research, experimentation, and reflection.
- **Communication:** Students communicate as designers by presenting, justifying, and evaluating design decisions using appropriate Visual Communication Design terminology, considering audience, purpose, and context.
- **Creativity:** Students develop innovative design solutions by exploring multiple possibilities, applying creative problem-solving strategies, and balancing function, aesthetics, and user needs.

Home Learning:

To consolidate classwork, students should:

- Continue developing their design folio by refining ideas, documenting research and experimentation, and responding to teacher feedback.
- Observe and analyse examples of architecture and product design considering how designers respond to the needs of different audiences and users.
- Practise freehand, instrumental, or digital drawing techniques to strengthen visualisation and presentation skills.

Parents/Guardians can support their student by:

- Encouraging students to discuss their design briefs, explaining how their ideas respond to user needs, audience, and purpose.
- Supporting students to maintain their design folio by applying teacher feedback, documenting design decisions, and coming to class prepared with the required materials and resources.
- Exploring examples of architecture and product design together, discussing how designers solve problems through visual communication.

Resources to access more information:

- [Victorian Curriculum 2.0 - VCD](#)
- [National Gallery of Victoria](#)
- [Good Design Australia](#)

YEAR 10 DIGITAL TECHNOLOGIES: COMPUTER SKILLS & APPLICATIONS

STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY

Learning Tasks

LT1	LT2	LT3
Programming Solutions with Python	Computer Systems	Exam

Overview:

In this subject, students develop a deeper understanding of digital systems, emerging technologies and the impacts on our society and our lives. They investigate the advanced features of a range of business software and web-based technologies, including data analysis tools and programming languages such as Python. They learn to apply the Problem-Solving Methodology to analyse complex needs and opportunities and to design, develop solutions while considering cybersecurity, privacy and legal issues.

This unit provides a strong foundation for VCE Applied Computing.

Key Skills

- **Digital Systems & Emerging Technologies** - Develop an understanding of digital systems, emerging technologies and their impacts on individuals, organisations and society.
- **Problem Solving & Solution Development** - Apply the Problem-Solving Methodology to analyse complex problems, identify opportunities and design, develop and evaluate effective digital solutions.
- **Programming & Computational Thinking** - Develop programming skills using languages such as Python to create solutions, automate processes and apply computational thinking strategies.
- **Data Analysis & Digital Tools** - Use advanced features of business software and data analysis tools to organise, interpret and communicate information to support decision-making.
- **Web-Based Technologies & Digital Solutions** - Explore and apply web-based technologies to develop solutions that meet user needs and effectively communicate information.
- **Cybersecurity, Privacy & Digital Ethics** - Investigate cybersecurity principles, privacy considerations, legal responsibilities and ethical issues associated with the use and development of digital technologies.
- **Project Management & Evaluation** - Plan, manage and document digital projects by setting goals, responding to feedback and evaluating solutions against requirements.
- **Technical Communication & Collaboration** - Communicate digital ideas, processes and outcomes using appropriate terminology, documentation and collaborative practices.

Learning Habits

Self-Motivation - Students take ownership of complex digital projects by setting goals, managing timelines, developing technical skills and independently refining their solutions to meet requirements.

Resilience - Students persist through challenges such as programming errors, data analysis issues and problem-solving tasks, learning from setbacks and improving solutions through testing and evaluation.

Curiosity - Students investigate emerging technologies, digital systems and their impacts on society, exploring how technology can create opportunities and solve real-world problems.

Creativity - Students use creative and critical thinking to design innovative digital solutions, applying programming, data tools and digital technologies to respond to complex needs.

Communication - Students communicate technical ideas, processes and outcomes using appropriate terminology, documentation and digital tools while collaborating effectively with others.

Home Learning: To consolidate classwork, students should:

- Apply programming, data analysis or digital technology skills to refine and improve solutions.
- Research how organisations use digital technologies, emerging systems and data to solve real-world problems.
- Evaluate digital solutions by considering effectiveness, cybersecurity, privacy, ethical and legal considerations.

Parents/Guardians can support their student by:

- Discussing how businesses and organisations use digital technologies, data and automation to improve processes and solve problems.
- Encouraging students to consider the ethical, legal and social impacts of technologies such as artificial intelligence, cybersecurity and data collection.
- Supporting students to develop independence by reflecting on feedback, refining digital solutions and managing larger projects.

Resources to access more information:

- [Victorian Curriculum 2.0: Digital Technologies](#)

YEAR 10 FOOD TECHNOLOGY

STUDENTS MAY STUDY THIS SUBJECT FOR
ONE SEMESTER ONLY

Learning Tasks

LT1	LT2	LT3	LT4
Precision Cutting Skills	Food Test and Report	Main Meals Design Folio	Exam

Overview:

In this unit, students extend their practical skills and knowledge through a series of practical and theory-based experiences designed to reflect ethical and sustainable healthy eating. Students focus on building knife skills, exploring aesthetic and sensory properties of food, and understanding the Australian Guide to Healthy Eating with a focus on the meat and alternatives food group as well as serving sizes and the nutritional balance of meals. Students investigate and apply the functional properties of common ingredients in cooking and presentation. Through a design brief, students analyse the functional and sensory properties of food, considering factors that influence the preparation and presentation of foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal.

Key Skills

- **Advanced Food Preparation & Practical Techniques** - Refine practical cooking skills by applying safe and efficient preparation methods, including advanced knife skills, cooking techniques and professional kitchen practices.
- **Food Design & Product Development** - Apply design processes to create food solutions that respond to briefs, balancing nutritional requirements, user needs, functionality and presentation.
- **Food Science & Ingredient Functionality** - Investigate the functional properties of ingredients and apply scientific understanding to influence texture, flavour, structure and quality in food products.
- **Nutrition & Healthy Eating Practices** - Apply knowledge of the Australian Guide to Healthy Eating, serving sizes and nutritional balance to design and evaluate healthy meal solutions.
- **Sensory Analysis & Food Presentation** - Analyse and refine food products by considering sensory characteristics including flavour, texture, aroma, appearance and presentation techniques.
- **Ethical & Sustainable Food Choices** - Evaluate the environmental, ethical and cultural considerations that influence food choices, ingredient selection and preparation practices.
- **Project Management, Communication & Evaluation** - Plan, document and evaluate food design projects, communicating ideas and reflecting on decisions to improve outcomes.

Learning Habits

Communication - Students communicate food ideas, design decisions and evaluations using technical terminology, documentation and sensory analysis to justify and refine their solutions.

Curiosity - Students investigate the relationship between food science, nutrition, sustainability and culture, exploring how informed choices influence food products and wellbeing.

Self-Motivation - Students independently manage practical projects by setting goals, organising production processes and applying feedback to improve the quality of their outcomes.

Resilience - Through testing, evaluation and refinement, students develop perseverance by overcoming challenges, adapting techniques and improving food solutions.

Creativity - Students apply creative thinking to design purposeful food solutions, balancing nutrition, functionality, aesthetics and user needs.

Home Learning: To consolidate classwork, students should:

- Apply and refine practical cooking techniques through independent food preparation experiences.
- Investigate food trends, sustainability practices and nutritional considerations that influence food design.
- Evaluate food products by considering functionality, presentation, sensory qualities and nutritional balance.

Parents/Guardians can support their student by:

- Discussing how nutrition, sustainability, culture and personal preferences influence food choices and meal design.
- Encouraging students to explore food trends, ethical food practices and real-world examples of how food products are developed.
- Supporting students to explain their design decisions, evaluate their food solutions and reflect on how they can refine their practical skills and outcomes.

Resources to access more information:

- [Victorian Curriculum 2.0: Design & Technologies](#)

YEAR 10 PRODUCT DESIGN & TECHNOLOGIES: INDUSTRIAL DESIGN

STUDENTS MAY STUDY THIS SUBJECT FOR
ONE SEMESTER ONLY

Learning Tasks

LT1	LT2	LT3	LT4
Flat Pack Furniture Design	Conceptual Speaker Design	Custom Glasses Design	Exam

Overview:

In this unit, students develop design thinking practices to create innovative products using a range of materials and technologies, including CAD software and laser cutting. They apply design processes to explore prototyping, product development, and the role of creativity in solving real-world problems.

The unit emphasises ethical and sustainable design, introduces students to contemporary designers, and encourages the use of emerging technologies. Students communicate their ideas using technical drawings and digital tools and manage projects both collaboratively and independently.

This subject provides ideal preparation for VCE Product Design and Technologies, as well as Visual Communication Design.

Key Skills

- **Design Thinking & Problem Solving** - Apply design thinking processes to investigate user needs, respond to design briefs and develop innovative product solutions.
- **Product Design & Development** - Explore the relationship between form, function and user experience to create purposeful products through research, ideation, prototyping and refinement.
- **CAD & Digital Design Technologies** - Develop skills in digital design tools to create, communicate and refine product concepts, including CAD programs and preparing designs for laser cutting.
- **Prototyping & Manufacturing Processes** - Develop practical skills through creating prototypes, testing solutions and applying knowledge of materials, technologies and manufacturing processes.
- **Technical Drawings** - Communicate design ideas using visualisation sketches, isometric drawings, rendering techniques and digital presentations to clearly represent design concepts.
- **Research & Design Influences** - Investigate contemporary designers, emerging technologies and design practices to inspire and inform creative solutions.
- **Project Management** - Manage design projects independently by planning, organising, evaluating and refining outcomes.

Learning Habits

Communication – Students communicate their design ideas through sketches, digital files, technical drawings, annotations, prototypes and presentations, clearly explaining their design decisions and responding to feedback.

Curiosity – Students explore materials, manufacturing processes, contemporary designers and emerging technologies, investigating how innovative design solutions can respond to user needs and real-world problems.

Self-Motivation – Students take ownership of their design projects by setting goals, managing timelines, developing technical skills and independently refining their solutions throughout the design process.

Resilience – Through prototyping, testing and refinement, students develop perseverance by learning from challenges, adapting their designs and improving outcomes through an iterative design process.

Creativity – Students use creative thinking to generate original ideas, explore possibilities and transform concepts into purposeful products through design development, modelling and prototyping.

Home Learning: To consolidate classwork, students should:

- Continue developing design concepts, technical drawings and digital models by responding to feedback and refining solutions.
- Investigate examples of contemporary products, designers and manufacturing processes, considering how designers balance function, aesthetics and user needs.
- Practise technical drawing, CAD modelling or rendering skills to strengthen proficiency and communication of concepts.

Parents/Guardians can support their student by:

- Discussing how products balance function, aesthetics, materials and user needs when making design decisions.
- Encouraging students to explore contemporary designers, sustainable products and innovative solutions that influence the world around them.
- Supporting students to reflect on feedback, refine their ideas and communicate the reasoning behind their design choices.

Resources to access more information:

- [Victorian Curriculum 2.0: Design Technologies:](#)

YEAR 10 PRODUCT DESIGN & TECHNOLOGIES: TEXTILES

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1	LT2	LT3	LT4
Pyjama Pants	Fabric Dying Research	Fabric Ottoman/Floor Cushion	Exam

Overview:

In this unit, students design and produce innovative textile products that respond to complex design challenges in local and global contexts. They confidently apply advanced sewing, construction and decorative techniques, selecting and justifying appropriate textile materials, tools and production processes. Students critically analyse contemporary designers and evaluate ethical, environmental, social and economic sustainability throughout the design process. They use critical, creative and speculative thinking to develop, refine and communicate ideas through technical drawings, digital technologies and industry-specific terminology. Students implement project management plans, justify design decisions using evidence and feedback, and evaluate their solutions against design criteria and life cycle considerations.

Key Skills

Investigating and Defining

- Investigate textile technologies, fibre properties and contemporary textile designers.
- Analyse sustainable textile practices and ethical issues within the fashion and textile industries.

Generating and Designing

- Develop, refine and communicate innovative design ideas using technical drawings, sampling and digital technologies.
- Establish and justify design criteria to evaluate textile solutions.

Producing and Implementing

- Confidently apply advanced sewing, construction and fabric manipulation techniques.
- Select and justify appropriate fabrics, notions and production methods for specific design purposes.
- Demonstrate precision in garment construction and soft furnishing production while maintaining safe work practices.

Evaluating

- Critically evaluate textile products using design criteria, user feedback and sustainability considerations.
- Justify design decisions and propose improvements using evidence from testing and reflection.

Planning and Managing

- Independently develop and implement project management plans to manage time, resources, risk and production.
- Modify production plans where required to improve quality and efficiency.

Learning Habits

Self-Motivation & Resilience

Students work with increasing independence, taking ownership of their learning while demonstrating resilience as they refine ideas, solve problems and complete complex design projects.

Curiosity & Communication

Students are encouraged to be curious learners who investigate ideas, experiment with materials and communicate their thinking through design, discussion and reflection.

Home Learning:

To consolidate classwork, students should:

- Evaluate textile products against design criteria and reflect on opportunities for refinement.
- Research contemporary textile designers, sustainable fashion practices and emerging textile technologies.
- Practise technical drawing, garment planning and textile terminology.
- Reflect on project management, personal strengths and strategies used to overcome design challenges.

Parents/Guardians can support their student by:

- Encouraging students to independently manage design projects and production schedules.
- Discussing ethical issues within the fashion and textile industries.
- Encouraging students to justify design decisions and consider alternative approaches.
- Supporting students to persevere through challenges and celebrate growth in their technical and creative skills.

Resources to access more information:

Resources to access more information:

- [Victorian Curriculum 2.0 - Design and Technologies](#)

YEAR 10 PRODUCT DESIGN & TECHNOLOGIES: TIMBER

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1	LT2	LT3	LT4
Small Table	Isometric, Oblique, Orthographic Drawing	Illumination Lamp	Exam

Overview:

In this unit, students design and produce innovative timber-based solutions that respond to complex design challenges in local and global contexts. They safely select and justify the use of tools, machinery, materials and production processes, considering ethical, environmental, social and economic sustainability. Students use critical, creative and speculative thinking to analyse, develop and refine solutions, communicating ideas through technical drawings, digital modelling and industry-specific terminology. They develop and implement detailed project management plans, evaluate design decisions against criteria, and justify modifications using evidence, feedback and life cycle thinking.

Key Skills

Investigating and Defining

- Analyse complex design challenges and investigate materials, technologies and manufacturing processes.
- Consider ethical, environmental and sustainable factors when selecting timber materials.

Generating and Designing

- Develop and communicate design ideas using industry-standard technical drawings, rendered sketches and digital technologies.
- Create and refine design criteria to evaluate innovative design solutions.

Producing and Implementing

- Independently select and justify appropriate tools, machinery, materials and production techniques.
- Manufacture timber products with increasing precision using advanced construction methods and workshop equipment.
- Apply safe operating procedures and modify production processes where required.

Evaluating

- Critically evaluate products and production processes using evidence, testing and feedback.
- Justify design decisions against functional, aesthetic, ethical and sustainability criteria.

Planning and Managing

- Develop and implement detailed project management plans considering time, cost, risk and production efficiency.
- Independently manage workshop safety and production workflows.

Learning Habits

Self-Motivation & Resilience

Students work with increasing independence, taking ownership of their learning while demonstrating resilience as they refine ideas, solve problems and complete complex design projects.

Curiosity & Communication

Students are encouraged to be curious learners who investigate ideas, experiment with materials and communicate their thinking through design, discussion and reflection.

Home Learning:

To consolidate classwork, students should:

- Evaluate design ideas and manufactured products against design criteria, considering functionality, sustainability and user needs.
- Research contemporary furniture designers, emerging technologies and ethical timber production.
- Refine technical drawing skills, including isometric, oblique and orthographic drawings.
- Reflect on project management decisions and identify strategies to improve future outcomes.

Parents/Guardians can support their student by:

- Encouraging students to independently plan and manage project timelines.
- Discussing how ethical, environmental and sustainability considerations influence product design.
- Encouraging students to justify design decisions using evidence and evaluation.
- Supporting students to develop resilience and confidence when overcoming production challenges.

Resources to access more information:

- [Victorian Curriculum 2.0 - Design and Technologies](#)

YEAR 10 DANCE

Semester 1/2	Learning Tasks	
	Term 1/3	Term 2/4
Dance Skills Dance Analysis Choreography and Performance Safe Dance Practices	Safe Dance Practices Dance Skills	Dance Analysis Choreography and Performance

Overview:

Students will analyse and evaluate how the elements of dance, choreographic devices and style-specific techniques are manipulated in dance they create and present to audiences and in works they experience. They evaluate how dance is used to celebrate and challenge perspectives in relation to Australian identity, including the dances of Aboriginal and Torres Strait Islander Peoples. Students work individually and collaboratively to create dances that communicate ideas, perspectives and meaning. They document, reflect on, analyse and evaluate their own and others' work using relevant dance terminology. They use production elements to enhance their dance making in both devised and learnt dance works. Students select and manipulate the elements of dance, style-specific techniques and choreographic devices to structure dances for audiences, adhering to safe dance practices. Students plan, rehearse, refine, present and perform dances to a range of audiences in a range of settings, both informal and formal.

Term 1/3

Key Skills

- Safe Dance Practices

Students will develop skills in body awareness and alignment supported by technique and injury prevention strategies. They will understand their body's capabilities and limitations, utilise movement patterns and incorporate stretching and strengthening exercises.

- Dance Skills

Students will investigate the ways performers and choreographers from across cultures, times, places and other contexts use the elements of dance, choreographic devices, style-specific techniques and production elements to represent, communicate and challenge ideas and perspectives.

Learning Habits

- Consistent practice of dance techniques and skills
- Purposeful practice including goal setting.

Term 2/4

Key Skills

- Dance Analysis

Students will investigate ways in which dances, celebrate and give meaning to multiple perspectives. They apply production elements to dance works to enhance meaning.

- Choreography and Performance

Students will rehearse, refine, present and perform original dance works or learnt dance works to audiences in a range of settings, both formal and informal. They will create and choreograph dance using the elements of dance, and style-specific techniques to communicate ideas and convey meaning

Learning Habits

- Choreograph group and solo works with a clear expressive intention
- Perform choreographed works using appropriate style and techniques

Home Learning:

To consolidate classwork, students should:

- Watch and critique dance performances online or live
- Practise choreography and refine movement sequences
- Maintain a reflective dance journal or portfolio

Parents/Guardians can support their student by:

- Encourage physical practice and injury-prevention habits
- Support attendance at performances or exhibitions
- Engage in discussion about cultural and creative content

Resources to access more information:

- Victorian Curriculum: Dance Levels 9–10
- Online archives of major dance companies (e.g., Bangarra, Australian Ballet)
- Student journals and video reflections

YEAR 10 DRAMA

Semester 1 Ensemble Performance Mini Solo Performance Analysis	Learning Tasks	
	Term 1	Term 2
	Ensemble Performance	Mini Solo Performance Analysis

Overview:

Students analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience. They evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning. Students create ensemble and solo performances in response to given structures and stimuli, and apply their understanding of dramatic elements, styles and conventions.

Term 1/3

Key Skills

- Students develop their ability to portray characters, use voice and movement effectively, and convey dramatic meaning
- Students learn to plan, direct, produce, and refine performances, applying stagecraft and understanding the elements of drama. They develop skills in writing scripts, understanding narrative structure, and adapting scripts for performance
- Students work collaboratively, recognising the importance of teamwork in creating and performing drama

Learning Habits

- Confidence and Resilience: gain confidence in their ability to express themselves and take risks in performance and learn to handle challenges and setbacks.
- Reflective Practice: learn to reflect on their own learning, identify strengths and areas for improvement, and set goals for future practice.

Term 2/4

Key Skills

- Students use expressive skills, including voice, movement, and stagecraft, to convey dramatic action and meaning
- Students analyse drama from various cultures and periods, evaluating the meaning, aesthetic effect, and effectiveness of different elements.
- Students develop skills in writing scripts, understanding narrative structure, and adapting scripts for performance

Learning Habits

Adaptability: They learn to adapt their performance to different audiences and contexts, and to adjust their approach based on feedback.

Independent Work: Students develop the ability to work independently on projects, taking initiative and managing their time effectively.

Home Learning:

To consolidate classwork, students should:

- Rehearse solo or group performance material at home
- Research contemporary or historical drama practitioners and styles
- Keep a reflective journal documenting choices and rehearsal insights

Parents/Guardians can support their student by:

- Encourage regular rehearsal and script learning at home
- Attend school or local theatre productions with their child
- Discuss social and cultural themes explored in drama work

Resources to access more information:

- Victorian Curriculum: Drama Levels 9–10
- Online libraries of plays and performances (e.g., Digital Theatre, YouTube archives)
- Student performance and rehearsal journals

Semester 1 or 2 Film Analysis and Values Production Skills Multimedia Campaign	Learning Tasks	
	Term 1/3	Term 2/4
	Video Essay Production Skills	Multimedia Campaign

Overview:

In this unit students learn about the three stages of film production: pre-production, production, and post-production. They view several iconic films from a wide range of genres and periods, analysing key elements such as direction, cinematography, storyboarding and screenwriting. There is an emphasis on how the director has used production elements to communicate the story to the audience. They will also work collaboratively to produce their own short film.

Term 1/3

Key Skills

- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts
- Analyse and evaluate a range of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore differing viewpoints and enrich their media arts making
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style

Learning Habits

- Independent research and analysis of media
- Critical thinking and ethical awareness in representation
- Initiative in pre-production planning

Term 2/4

Key Skills

- Manipulate media representations to identify and examine social and cultural values and beliefs.
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style.
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.
- Analyse and evaluate a range of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore differing viewpoints and enrich their media arts making

Learning Habits

- Collaborative decision-making and task delegation
- Reflection on audience engagement and media influence
- Effective time management during all production stages

Home Learning:

To consolidate classwork, students should:

- Engage with media material (e.g film, podcasts, social media)
- Discuss audience engagement with media
- Question what they consume (e.g News, print media, advertisements)

Parents/Guardians can support their student by:

- Encourage conversations about media use and representation
- Review or offer feedback on media projects at home
- Explore media-related careers or courses with your child

Resources to access more information:

- Victorian Curriculum: Media Arts Levels 9–10
- Tools for video/audio editing (e.g., DaVinci Resolve, GarageBand)
- Online archives of media productions and analysis platforms

YEAR 10 MUSIC A – BAROQUE & BLUES

Semester 1 or 2 Early Music History - Baroque Musicianship Composition & Improvisation Performance	Learning Tasks	
	Term 1/3	Term 2/4
	Motet Musicianship	12 Bar Blues EXAM – Solo Performance

Overview:

In this unit students explore the intricate melodies and emotional depth of Baroque compositions, contrasting them with the raw expression and cultural significance of Blues music. Discover the evolution of these two genres, their influences on contemporary music, and the socio-cultural contexts that shaped their development. Through listening, analysis, and performance, students delve into the heart of Baroque and Blues, gaining a deeper appreciation for their enduring impact on the musical landscape.

Term 1/3

Key Skills

- Musicianship - Theory and Aural

Students will develop their musicianship, including understanding of music theory and aural recognition (rhythm and pitch).

- Musicianship - Analysis

Students engage with music of a variety of styles and identify and/or describe specific elements of music. They develop literacy skills and incorporate key music vocabulary through a range of analysis tasks.

Learning Habits

- Attentive listening and peer collaboration
- Curiosity about musical traditions and identities
- Critical thinking in analysis and feedback

Term 2/4

Key Skills

- Composition

Students further develop their musicianship by applying theoretical concepts and experimenting with musical ideas. They work individually and in groups to read, write, and perform original music.

- Performance

Students develop confidence and gain understanding of the conventions of music performances, including stagecraft, rehearsal techniques, constructive criticism, and self-evaluation. They will practice communicating ideas, perspectives and meaning when performing, and document and/or record the music they perform.

Learning Habits

- Self-discipline in practice and rehearsal routines
- Reflective evaluation of music and performance
- Initiative in extending technical and expressive skills

Home Learning:

To consolidate classwork, students should:

- Practice skills taught in class and lessons regularly at home
- Identify areas to improve by recording practice sessions and/or reflecting on progress made
- Listen to a range of music to increase their awareness of instruments and styles

Parents/Guardians can support their student by:

- Supporting their practice routine, encouraging participation and growth
- Encourage implementation of learning habits when students work at home
- Engage with music and share your interests with your children including cultural and local area
- Attend and support student performances
- Explore live performances

Resources to access more information:

- Victorian Curriculum: Music Levels 9–10
- Music notation and production platforms (e.g., MuseScore, Teoria.com)
- Recordings of student or professional performances

YEAR 10 MUSIC B –CLASSICAL & CONTEMPORARY

Semester 1 or 2 Classical Music History Musicianship Modern & Experimental Music Performance	Learning Tasks	
	Term 1/3	Term 2/4
	Musicianship Serialism	Film Music EXAM – Solo Performance

Overview:

In this unit students traverse the elegant harmonies and timeless masterpieces of classical compositions, juxtaposed with the innovative sounds and diverse styles of contemporary music. Unveil the evolution of these genres, from the grandeur of the classical era to the experimentation of modern times, exploring their cultural influences and societal relevance. Through immersive listening experiences, critical analysis, and creative projects, students unravel the connections between classical traditions and contemporary trends, fostering a deeper understanding and appreciation for the rich tapestry of musical expression.

Term 1/3

Key Skills

- Musicianship - Theory and Aural

Students will develop their musicianship, including understanding of music theory and aural recognition (rhythm and pitch). Students engage with music of a variety of styles and identify and/or describe specific elements of music. They develop literacy skills and incorporate key music vocabulary through a range of analysis tasks.

- Serialism

Students will explore compositional concepts first developed at the turn of the 20th Century. They will compose and perform works that challenge the traditions of music and explore the connection with avant-garde art and performance practices.

Learning Habits

- Attentive listening and peer collaboration
- Curiosity about musical traditions and identities
- Critical thinking in analysis and feedback

Term 2/4

Key Skills

- Film Music

Students will explore the diverse world of scoring for film, and the ways in which sound and composition support themes and identities in media.

- Performance

Students develop confidence and gain understanding of the conventions of music performances, including stagecraft, rehearsal techniques, constructive criticism, and self-evaluation. They will practice communicating ideas, perspectives and meaning when performing, and document and/or record the music they perform.

Learning Habits

- Self-discipline in practice and rehearsal routines
- Reflective evaluation of music and performance
- Initiative in extending technical and expressive skills

Home Learning:

To consolidate classwork, students should:

- Practise performance pieces regularly and refine technical skills
- Listen to and analyse music from a range of genres and cultures
- Work on compositions or arrangement drafts using digital tools
- Listen to a range of music to increase their awareness of instruments and styles

Parents/Guardians can support their student by:

- Encourage regular instrumental or vocal practice.
- Encourage implementation of learning habits when students work at home
- Attend and support student performances
- Explore live performances

Resources to access more information:

- Victorian Curriculum: Music Levels 9–10
- Music notation and production platforms (e.g., MuseScore, Teoria.com)
- Recordings of student or professional performances