

YEARS 9 – 10 SUBJECT SELECTION GUIDE



MELBOURNE
GIRLS GRAMMAR
AN ANGLICAN SCHOOL



Years 9 and 10 Course Selection Guide

The purpose of the Years 9 and 10 Course Selection Guide is to provide a resource for students and parents/guardians to assist with the selection of courses for Years 9 and 10. The Guide provides a brief outline of course options to assist students to strategically select subjects and begin creating a suitable pathway through the Senior Years. Students and parents are encouraged to talk to Heads of Department, teachers and other students before determining their selections.

Students in Year 10 undertake a combination of Mandatory Subject Courses and Elective Subject Courses, designed to broaden academic perspectives, support and extend passions and build fundamental skills and concepts that will support academic success.

Advanced Courses

The School has a structure of advanced course options. Courses are considered advanced if:

1. They are designed for a higher level of conceptual, analytical and literacy challenge
2. They provide pathways to tertiary options with specific prerequisites and significant VCE

achievement levels. Within this Guide, courses will be clearly marked as advanced if the School determines that they meet these criteria.

Our expectation is that most girls will include at least one advanced course in their learning program by the completion of Year 10. No matter which course a student elects, their personal best is the benchmark they should set for their progress in performance.

Accelerated Studies

Accelerated studies are designed to support pathways to the early completion of VCE units. Such pathways are carefully constructed and girls on accelerated pathways are closely monitored and supported by both subject teachers and the Pathways Planning Department. Acceleration opportunities are built into the course infrastructure in Mathematics from Year 9 and, with support, girls are able to select into these pathways should they meet the prerequisites and achievement standards as determined by the Head of Mathematics.

In Year 10, girls meeting the academic requirements may elect to study VCE Unit 1 & 2 Mathematical Methods. The final decision on a student's entry into this accelerated option will be made by the Head of Mathematics and the Director of Senior Years.

Course preference process

Students are asked to submit their course preferences for the following year by the date indicated in the timeline below. This information is then used to create a timetable with set course blocking designed to accommodate as many selections as possible.

Student selections are preferences only, and following the timetabling process, students may find that all their subject preferences have not been able to be accommodated. This may be due to scheduling issues or because a course is not running due to lack of numbers. Students who find themselves in this situation will meet with Year Level coordinators and/or the Assistant Director of Senior Years to assist them in selecting alternate courses that still support their desired pathway.

Course selection timeline

Friday 23 June	Years 9 and 10 Course Selection Guide available for students
Wednesday 19 July	Online preference form activated
Friday 18 August	Closing date for Years 9 and 10 2018 course preferences

Course selection advice

- Talk to others (students, parents, teachers, HWTs, Heads of Department, Careers Advisor)
- Follow your interests and passions
- Have a close look at your semester exam and academic results
- Some accelerated studies may be taken by arrangement (dependent upon your grades and approval from the HOD and Director of Senior Years)
- Check university pre-requisite requirements to make certain you have the right subject combination for entry to the course you wish to apply for
- Don't just do what your friends are doing
- Make an appointment with the School Careers Advisor – Lauren.Sach@mggs.vic.edu.au

Heads of Department Contact Details

DEPARTMENT	NAME	CONTACT
Drama	Victoria Page	Victoria.Page@mggs.vic.edu.au
English	Christophe Taylor	Christophe.Taylor@mggs.vic.edu.au
Global Connections	Paul McNamara	Paul.McNamara@mggs.vic.edu.au
History and Classical Studies	Lucy Jongebloed	Lucy.Jongebloed@mggs.vic.edu.au
Modern Languages (LOTE)	Florence Melinand	Florence.Melinand@mggs.vic.edu.au
Mathematics	Faina Brichko	Faina.Brichko@mggs.vic.edu.au
Music	Elizabeth duBlet	Elizabeth.duBlet@mggs.vic.edu.au
Physical Performance and Health	Monique Sharp	Monique.Sharp@mggs.vic.edu.au
Science	Hannah Blenkhorn	Hannah.Blenkhorn@mggs.vic.edu.au
Visual Arts	Nicole Harbison	Nicole.Harbison@mggs.vic.edu.au

Senior Years Overview

The tables below show the four year overview of possible course structures.

Year 9	SEM 1	English Standard or Advanced	Mathematics Standard, Advanced or Accelerated	Science Standard or Advanced	Elect 1	Elect 2	Elect 3
	SEM 2				Elect 4	Elect 5	Elect 6

Year 10	SEM 1	English Advanced or Standard	Maths Advanced, Standard or VCE Math Methods	Science Elect1	Elect 1	Elect 2	Elect 3
	SEM 2	English Elect 1	Maths Advanced, Standard or VCE Math Methods	Science Elect 2	Elect 4	Elect 5	Elect 6

Year 11	SEM 1	Unit 1 Elect 1 Any English	Unit 1 Elect 2	Unit 1 Elect 3	Unit 1 Elect 4	Unit 1 Elect 5	Elect 6*
	SEM 2	Unit 2 Elect 1 Any English	Unit 2 Elect 2	Unit 2 Elect 3	Unit 2 Elect 4	Unit 2 Elect 5	Elect 6*

***Students entering Year 11 have the option to create one of the following course structures:**

1. 5 VCE Unit 1 & 2 courses only
2. 6 VCE Unit 1 & 2 courses
3. 5 VCE Unit 1 & 2 courses and 1 VCE Unit 3 & 4 Course

Year 12	SEM 1	Unit 3 Elect 1 Any English	Unit 1 Elect 2	Unit 1 Elect 3	Unit 1 Elect 4	Unit 1 Elect 5	Study Block
	SEM 2	Unit 4 Elect 1 Any English	Unit 2 Elect 2	Unit 2 Elect 3	Unit 2 Elect 4	Unit 2 Elect 5	Study Block

Students **must complete a minimum of five** Units 3 & 4 studies in Year 12.

The completion of an English course is the only mandatory course pathway through VCE

Entry into University requires a minimum raw score of 25 for English in Units 3 & 4 (30 for EAL).

Students can take English as any of the courses offered:

- English
- English Language
- Literature
- English as an Additional Language (EAL)

Students may select a combination of two English courses if they desire.

Quick-links

Use the links below to link directly to the Year 9 and 10 course options

[YEAR 9 Courses](#)

[YEAR 10 Courses](#)

Courses Structure at Year 9

Students in Years 9 must choose six courses per semester. Three of these courses must come from the mandatory course pathways and three will come from any of the elective options.

Mandatory course pathways

Students must choose one course from **each** of the following pathways:

Mathematics

English

Science

The course options within these subject areas are designed with varying levels of challenge and are labelled;

'Standard' for courses pitched at the MGGS Year 9 expected standard;

'Advanced' for courses with a higher level of conceptual, analytical and literacy challenge, and;

'Accelerated' (only in Year 9 Mathematics) for courses designed to support the early completion of VCE Mathematical Methods.

Elective course options

Elective courses are semester length courses, except in the case of languages which are full year courses. Students can choose from 20 different elective courses designed to broaden academic perspectives, support and extend passions and build fundamental skills and concepts that will support academic success.

Drama

No Small Parts 1

No Small Parts 2

History and Classical Studies

Ancient Land to Modern

Metropolis

Malcolm X to Malcolm

Fraser

The Golden Age of

Ancient Greece

Philosophy

Latin (Foundation course)

Physical Performance and Health

Health and the Human

Body

Music

Baroque to Rock

More Baroque to Rock

Modern Languages

French

Italian

Mandarin

Spanish (Foundation course)

Art

Fine Art

Studio Art

Visual Communication Design

Global Connections

Geography

Power, Politics and Economics

Social Enterprise

Languages

It is not compulsory for students to take a language in the Senior Years. In Year 9, students have the option to take no language, one language or two languages.

All language courses (including foundation courses of Latin and Spanish) are considered advanced courses due to the considerable literacy and conceptual stretch associated with learning a second language.

Girls need to be aware that if they decide not to do a language in Year 9, they will not be able to take a language again at any time in the Senior Years.

If a student wishes to take a language, they have the following options:

One language

Continue their Middle Years language (**French, Italian or Mandarin**) or

Begin a new language (**Latin or Spanish**)

Two languages

Continue their Middle Years language and begin a new language (**French, Italian or Mandarin**) and (**Latin or Spanish**)

or

Begin two new languages

(**Latin and Spanish**)

Students choosing Latin and/or Spanish are not required to have previous experience with these languages.

A student choosing one language might have a suite of courses like the **example below.**

SEM 1	English	Mathematics	Science		The Golden Age of Ancient Greece	Geography
SEM 2	Advanced	Accelerated	Standard	French	Drama NSP2	Studio Art

A student choosing two languages might have a suite of courses like the **example below.**

SEM 1	English	Mathematics	Science			Geography
SEM 2	Advanced	Accelerated	Standard	French	Spanish	Studio Art

English

Full year course

This course is recommended for students who wish to engage with a broad range of popular and literary texts. The course is designed to allow students to strengthen their literacy skills and develop their command of creative and analytical writing. Selecting the Standard English course at Year 9 does not preclude a student from selecting the Advanced course at Year 10.

Course Overview

In Year 9 English, students will examine the ways in which texts can reflect, extend, challenge or influence popular ideas, and consider the relevance of these ideas to their own experiences. Students will further develop their understandings of how to form analytical and critical readings of texts, reflecting on how texts can position individuals through the strategic use of language, form, and conventions. They will engage with a range of text types, including short stories, novels, and multimodal texts.

In Semester One, students will explore Coming of Age stories. They will identify the conventions of the genre and examine how these are adopted or subverted by authors to convey particular ideas on growing up, maturation, society and social expectations. In Semester Two, students will consider how language can operate within contested spaces, and the similarities between poetic language and political language.

Advanced English

Full year course

This course is recommended for students who wish to extend their understandings of genres and conventions within English, and wish to engage with highly complex texts in constructing analytical and creative responses.

Course Overview

In this course, students will examine the ways in which texts are shaped to represent particular ideologies and philosophies, with a close study of language, literary genres, and the structures and conventions of texts. Students will engage with a breadth of texts, including classic literary novels, short stories, poetry, and multimodal texts. They will develop their analytical writing skills, and will be encouraged to form original interpretations and ideas in response to texts. Students will also develop their creative writing skills, applying their understanding of plot, characterisation, and descriptive language techniques, and engaging in the processes of planning, drafting, editing and publishing.

In Semester One, students will explore the social concept of Coming of Age, and will draw comparisons between popular representations and the German literary genre of the bildungsroman. In Semester Two, students will learn about the ideas of rhetoric and political writing, along with the history, conventions and politicisation of poetry.

Year 9 Mathematics

(Standard | Advanced | Accelerated)

Full year course

Course Overview

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

The Year 9 Mathematics program is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Course Structure

Students will engage in different levels of Project Based Learning according to their goals and their mastery of the Content Areas. These levels of Project Based Learning relate to different VCE Mathematics pathways as follows:

Standard	Prepares students for VCE Further Mathematics Units 3 & 4 in Year 12
Advanced	Prepares students for VCE Mathematical Methods Units 3 & 4 in Year 12 and / or VCE Further Mathematics Units 3 & 4 in Year 11.
Accelerated	Prepares students for VCE Mathematical Methods Units 3 & 4 in Year 11 and / or VCE Further Mathematics Units 3 & 4 in Year 11

Optional Enrichment modules for students working at the Advanced and Accelerated levels will further prepare them for the VCE pathways of Specialist Mathematics and Algorithmics.

Each student is to indicate her goal as to whether she would like to pursue the Standard, Advanced or Accelerated level when selecting her Year 9 Mathematics course. However, it is important to note that the level at which a student engages may vary according to her evolving aspirations and her mastery of the Content Areas throughout the year.

Science

(Standard | Advanced)

Full year course

The Year 9 Science course allows students to gain an understanding of essential Science concepts and processes in Biology, Physics and Chemistry, preparing students for VCE and to be active, informed citizens who pursue careers in the Sciences. The students make informed choices about the depth of exploration pursued and communicate their scientific understanding in a range of ways. As independent self-managers, the girls will use their learning experiences to think critically and appreciate the dynamic nature of Science and its importance in their lives. The Enrichment and Project Based Learning will engage the students in real life, relevant learning experiences using a range of inquiry approaches, the scientific method, research, and working creatively and collaboratively.

Students choosing to study Advanced Science are expected to be independent learners: complete content modules and explore extension activities to demonstrate a deeper understanding of the relevant concepts.

Course Overview

The Year 9 Science course is divided into four topics.

Biology focuses on how the body detects and responds to changes in its internal and external environment. The immune system protects us from pathogens such as bacteria and viruses and the nervous system controls our perceptions and responses such as reflexes and movement. These systems allow us to survive and maintain a stable internal environment. The Advanced course explores these content areas in more detail with a larger focus on scientific literacy.

Physics is divided into two topics – Light is completed in Semester 1.

The Light topic enables students to investigate the way light behaves as it moves through different media and is refracted using lenses and reflected using mirrors. Students understand how the eye functions and explain how common eye defects can be remedied. The interpretation of complex ray diagrams and calculations using Snell's Law are required for those students choosing the Advanced 9 Science Course.

Chemistry is based on our understanding of atomic structure and the Law of Conservation of Mass. This helps us to understand common chemical reactions including those with acids and bases. Students will complete practical work to develop important laboratory skills and observe a variety of reactions. They will explain what is happening at the atomic level, write formulae for the reactants and products and balance equations. The Advanced course incorporates predicting and balancing more complex chemical equations.

Physics involves the study of energy and a key form of energy in our daily life is electricity. The students will understand what electricity is, how it is used and explore different types of circuits. The Advanced 9 Science Course involves using calculations such as using Ohm's Law that allow students to demonstrate relationships between voltage, current and resistance.

Music

Baroque to Rock

Semester One

Course Overview

Baroque to Rock is an opportunity to think, feel, respond, create and perform. You will be required to investigate a range of music styles, completing analytical as well as creative tasks which are designed to hone your skills as a performer and develop your understanding of music history. This includes studying the repertoire of a contemporary performer whose music you admire.

Over the course of the semester you will work collaboratively to build a class recital, planning and rehearsing a range of works (solo and/or ensemble) which showcase each musician's interests and expertise.

You will improve your knowledge of Music Theory and work with music technology to explore ways of creating music of your own.

More Baroque to Rock

Semester Two

Course Overview

More Baroque to Rock investigates a different but complementary set of Music genres to those explored in Semester 1. Analytical tasks are designed to develop your understanding of musical form and design and you will investigate the art of the re-mix, a modern term for an old technique, using your skills to re-invent a piece of music that you love.

Over the course of the semester you will work collaboratively to build a Class Recital, planning and rehearsing a range of works (solo and/or ensemble) which showcase each musician's interests and expertise.

You will improve your knowledge of Music Theory as well as your ability to read and interpret a musical score.

Drama

No Small Parts 1

Semester One

Course Overview

No Small Parts 1 examines social, political and cultural change through theatre. During the course, students work both independently and in small groups to create realistic and non-naturalistic theatre. They explore the role of theatre as a medium for causing change, and devise a performance that focuses on real world events and issues of personal significance incorporating different theatre styles. Students develop a range of practical and theoretical skills to analyse and devise their own and professional performances. Students continue to refine their expressive skills and begin to develop their own personal style of acting. Students develop a portfolio of work that showcases experimentation and reflection on the use of stagecraft elements in theatre, including the use of costume, make-up, set design, lighting and publicity.

No Small Parts 2

Semester Two

Course Overview

“By the pricking of my thumbs, something wicked this way comes.”

No Small Parts 2, students will explore the mystery that surrounds witches in famous scripts. Students will explore Shakespeare's 'Macbeth' in both a modern and traditional setting, students will work collaboratively with others to research, script, devise and perform unique works that brings the Witches into a 2018 context.

In Term 2, students will explore Arthur Miller's the Crucible. Students will analyse characters, themes and historical beliefs set out during that time to complete their performance assessment of creating their own Mock trial. Students will create an ensemble performance outlining both guilty and innocent parties for the audience (jury) to reach a verdict. Students will study and reflect on online resources to gain an insight into community beliefs during that time and how their beliefs impacted their day to day lives.

Visual Arts

Studio Arts

Semester length course

Course Overview

In Year 9 Studio Arts students explore foundation skills in contemporary art practices; including photographic, textiles and three dimensional installation works. They generate ideas, develop designs and experiment with various materials and techniques. Students also reflect on their art practice and acquisition of skills, techniques and processes through annotation and evaluation in their Studio Arts Folio. Students respond to contemporary artworks by analysing and comparing contemporary artists and artwork from diverse cultural contexts.

Fine Art

Semester length course

Course Overview

This course allows students to develop a key understanding of Fine Art as both an aesthetic and conceptual practice - developing a folio of work with a degree of independence. Alongside their creative exploration, each student's understanding of historical and contemporary art will grow through the examination of art works, artistic styles and the role of art in social, historical and cultural contexts. During the course students will explore a range of mediums such as:

- Drawing - students create a variety of drawings using a wide range of mediums such as pastel, charcoal, pencil or pen.
- Painting - students explore a range of painting mediums, such as acrylic, oil, watercolour, ink or gouache.
- Printmaking - students explore an array of printmaking techniques such as screen printing, intaglio or block printing processes.

Visual Communication Design

Semester length course

Course Overview

The Year 9 Visual Communication Design course is divided into 2 projects that encourage students to explore a range of methods, materials and media with a growing understanding of design elements and principles. Firstly, students will explore technical drawing conventions that must be understood by a designer in order to communicate information and ideas to a client. Secondly, students will explore the Design Process through the development of a package for a product and a poster to promote that product. Through these projects students learn about the three design fields (communication, industrial and environmental design) while learning skills in instrumental drawing techniques and digital design through Adobe Illustrator and Adobe Photoshop.

Students analyse a variety of visual communications which include product and graphic design, the audience, purpose and context.

Global Connections

Power, Politics and Economics (Advanced)

Semester length course

Course Overview

Students will examine the phenomenon of globalisation through different contexts and from different stakeholder perspectives. They will investigate how historical, economic and political factors have caused the world to become a more interconnected and interrelated place. As students make connections between examples of globalisation in its many guises, they will grapple with the question of whether globalisation has been a positive or a negative force. Concepts including social justice, global trade and unequal exchanges will be explored through a range of differentiated online sources and interactive class experiences. Students will be expected to conduct an extended research project into a global issue of their choice. A strong emphasis will be placed on research and information literacy skills.

Social Enterprise

Semester length course

Course Overview

Students will learn about the United Nations Sustainable Development Goals and identify a target they can address and propose a solution for this target that operates in a local context. Working collaboratively, students will use a design thinking process - immersion, synthesis, ideation and prototyping, to imagine a resolution to their issue. Concepts such as sustainability, public space, democracy and social inclusion will be addressed through case studies and examples presented online. Students will be expected to conduct an extended social entrepreneurship project that will help develop skills of team work, innovation, creativity and organisation.

Geography

Semester length course

Course Overview

Geography focuses on 2 major themes over the course of the semester.

In Term 1, Biomes and Food Security draws on the concepts of environment, place, space and sustainability through an investigation of biogeography, agricultural production and associated constraints within Australia and another country. Students will examine how food producing biomes are being exploited and degraded, placing our food security at risk, and the consequences of these outcomes.

In Term 2, Geographies of Interconnections, students will examine case studies based on travel and recreation. The major inquiry based assessment task focuses on concepts of environment, interconnection, place, space, and sustainability to explore the patterns in people's connections to the rest of the world. Students will be required to identify their own case study and demonstrate how travel and recreation can result in problems and opportunities for various stakeholders.

History

All History courses focus on developing the skills of: asking historical questions, establishing historical significance, using sources as evidence, identifying continuity and change, analysing cause and consequence, exploring historical perspectives, constructing historical arguments, and examining the ethical dimensions of history by engaging with the beliefs, values and attitudes of people in the past.

Ancient Land to Modern Metropolis (Advanced)

Semester length course

Course Overview

In Ancient Land to Modern Metropolis students will use archaeological evidence, artworks, eye witness accounts and historical records as a basis for exploring the history of our country, state and city. In unit one, students will explore how the work of archaeologists can inform our understanding of the societies of our first peoples, examine Colonial and Indigenous depictions of colonisation, interrogate why the conditions of Industrial England and Famine stricken Ireland led to mass migration and examine the records of hardened (or not so hardened) convicts. Finally, students will use primary sources to make an argument about the impact of gold on Victoria, with a particular emphasis on the rough and rowdy communities in the diggings. Unit one will be complemented by several fieldwork activities including visits to the Ian Potter Gallery of Art and the Melbourne Museum. In unit two, students will shift their focus to colonial Melbourne, examining findings of the Little Lon excavations and engaging with firsthand accounts of life in our city during the 1800's. Students will take a close look at life for women and men during the colonial era and will conclude by examining the aim to transform Australia into a white, working man's paradise. This subject is highly recommended to those wishing to undertake history at a senior level.

Malcolm X to Malcolm Fraser

Semester length course

Course Overview

Malcolm X to Malcom Fraser offers students the opportunity to investigate the most significant Civil Rights movements of the 20th Century, including an examination of the impacts of important leaders such as Martin Luther King and Malcolm X. Students will compare significant events such as the Montgomery Bus Boycott to like movements around the world, including Australia. In the second part of this course, students will hone their historical skills through undertaking a family genealogy project in which they will collate a portfolio using records from resources such as Ancestry.com, the Public Records Office and the Australian War Memorial in order to tell a story about their family's migration to Australia whether that be in the 20th Century or earlier. Alongside this project will be an inquiry based around Australia's often controversial migration policies. This subject is designed to equip students with the skills to undertake senior history and senior extended investigation and research.

The Golden Age of Ancient Greece (ADVANCED)

Semester length course

Course Overview

This unit will focus on the classical period of Greece, in particular the fifth century BC, often called Greece's "Golden Age". Classical Greece flourished intellectually and culturally, giving rise to the political system of democracy, the genres of tragedy and history, as well as "Classical" art and architecture, still widely admired and imitated today. In philosophy and science too, this small part of the Mediterranean produced big ideas which have influenced Western thought since the Renaissance.

Students will study some of the key events of the fifth century BC to understand the historical and cultural context for some of the changes that took place, starting with the war between Greece and the vast Empire of Persia, and ending with the long drawn-out struggle for dominance between the great city-states of Athens and Sparta. Students will be able to extend their study of Ancient Greece through optional enrichment modules and through their own research projects on diverse topics such as the archaeological and literary evidence for the Trojan War, Greek myth in tragedy, the ancient Olympic Games, the Parthenon Marbles, Greek Maths and science, and the Oracle of Delphi.

Philosophy (ADVANCED)

Semester length course

Course Overview

Through this introduction to Philosophy, students will become acquainted with important classical and modern philosophers and their theories relating to key questions such as: How do we tell right from wrong? What is the nature of morality? How do we cultivate a good life? What is flourishing? Why do we need governments?

Students will study multimedial philosophical texts to develop a greater understanding of philosophical theories. Class discussions and course work will help them to consolidate this understanding, and to develop their own rigorous responses to the ideas explored. The development of reasoning skills will involve the explicit study of informal logic, which will be applied to the analysis and construction of philosophical arguments.

Whilst the course is designed to equip students with a foundation in philosophical content and method; the study of philosophy is of broad reaching benefit to all students who wish to navigate life's endeavours with clarity, rigour and perspective. Moreover, the capabilities developed through studying philosophy have far reaching benefits to many other fields including Law, Science, Art, Mathematics, History and Politics.

Classical Language - LATIN (ADVANCED)

Full year course

Course Overview

The MGGs Latin course introduces students to the culture and history of ancient Rome through the Romans' own language. At Year 9 level, the course involves the comprehension, analysis and translation of Latin text illustrating aspects of ancient life in Pompeii and Roman Britain. Emphasis is placed on vocabulary, etymology and traditional grammar, as well as cultural and historical studies of life in the Roman Empire.

As they learn this highly inflected language, students will also develop their skills in literacy and deepen their understandings of the principles of language. They will regularly make connections with English and other languages and expand their English vocabularies by exploring etymologies. They will also develop their appreciation for the nuances of meaning and thought conveyed through different language structures, and the complexities of translating ideas from one language to another. Over the year students will build their foundational knowledge and skills so that they can continue on to become independent readers of the great poetry and prose works of Latin literature.

Knowledge of Latin supports studies in multiple disciplines, including archaeology, history, literature and philosophy, which often require reading skills in Latin, as well as the natural sciences, law and medicine,

where Latin terminology is widely used.

Physical Performance and Health

Health and the Human Body

Semester length course

Course Overview

Students will explore various adolescent behaviours including sleep and exercise, and examine how these affect mental/physical health and performance. Nutrition and fuel for performance will be a strong area of focus as students investigate the impact of food behaviours on adolescent health and development as well as examine health promotion tools and critique food models.

Students will analyse the relationship between sedentary behaviour, physical activity and health, creating strategies to promote optimal health for various population subgroups while reflecting on the economic and social cost of poor health in Australia.

Students will discover strategies to enhance learning and concentration through practical experience and create individualised plans to balance the demands of contemporary adolescent schooling.

Modern Languages

All modern language courses run for the full year. Students selecting a language are expected to commit to the course for both semesters and will not be permitted to change mid year.

Chinese, French and Italian are ongoing courses and students must have at least 2 years' experience learning these languages if they plan to select them as a Year 9 course.

Spanish is a foundation language course. Students need no prior experience of Spanish to select this course.

Chinese

Full year course

Course Overview

The Year 9 Chinese Language course continues to build on the skills learnt through the previous 2-4 years of study. There is a specific focus on receptive skills (reading and listening) and expressive skills (speaking and writing) in contemporary contexts to allow students to have the communication skills to interact with Chinese speaking communities.

The course will incorporate a variety of resources that will enable students to develop independent study and self-management skills and engage with the language through multiple mediums. Students will use a Digital Textbook which will allow them to study on the web anytime and work through online exercises at their own pace. Each lesson also contains a culture point, enabling students to broaden their knowledge of Chinese language, culture and tradition. Each unit will also contain a self-check table, so that students can monitor their progress and know if they are reaching an appropriate standard.

The course is divided into 4 units of study:

- Unit 1: School
- Unit 2: My Surroundings
- Unit 3: Social Events
- Unit 4: Professions and Hobbies

Italian

Full year course

Course Overview

The Year 9 Italian course is aimed at students continuing their Italian studies. Students develop both basic and more complex grammatical structures and concepts as well as cultural understandings through their engagement with a wide range of printed and audiovisual materials such as films, music, short stories, blogs or comics.

Students explore some aspects of family and school life in Italy, types of accommodation, Italian lifestyle, free time and travelling.

There is a specific focus on the expressive (speaking and writing) and receptive (reading and listening) skills, which are developed within a contemporary context of Italian spoken language and idiomatic usage and demonstrated through students' projects.

French

Full year course

Course Overview

The Year 9 French curriculum reinforces previously learnt linguistic concepts and introduces more advanced grammatical elements and idiomatic expressions. There is a specific focus on the expressive (speaking and writing) and receptive (reading and listening) skills, which are developed within a contemporary context of French language usage. The students will demonstrate the acquired skills through assessments and projects.

The course is divided into 4 units of study:

Unit 1 – Introduces students to knowledge and skills about nationalities and French- speaking countries, as well as the ability to talk about transport and travelling, including describing a city.

Unit 2 – This topic covers knowledge and skills for the students to be able to give information on their daily routines. Students will be able to describe and give opinions about their school life.

Units 3 and 4 – This unit focuses on talking about past events, memories and what people have done or what their lives were like.

Spanish

Full year course

Course Overview

The Year 9 Spanish course is aimed at students beginning their Spanish studies. Students develop both basic and more complex grammatical structures and concepts as well as cultural understandings through their engagement with a wide range of cultural printed and audiovisual materials such as film, music or comics.

Topics include: the individual, school, family, daily life, tastes and preferences, leisure activities and geographical descriptions of Spanish speaking countries.

There is a specific focus on the expressive (speaking and writing) and receptive (reading and listening) skills, which are developed within a contemporary context of Spanish speaking language and idiomatic usage and demonstrated through students' projects.

Year 10 Course Offerings

Mandatory Pathways

English (Two semester length courses)

Students must undertake a minimum of two semesters of English. Students have flexibility in how they construct their English pathway and may select more than two semester length English courses if they so wish.

Students must select one of the following semester length courses:

- English
- Advanced English

Students must select at least one of the following semester length courses

- English in Society (English Language) (Adv)
- English Literature (Adv)
- Contemporary English

Mathematics (Full Year)

Students must select one of the three full year Mathematics course options.

Students selecting Mathematical methods must meet the achievement criteria established by the Head of Department

- Mathematical Methods VCE Units 1 and 2 (accelerated)
- Advanced Mathematics
- Standard Mathematics

Science (Two semester length courses)

Students must undertake a minimum of two semesters of Science. Students have flexibility in how they construct their Science pathway.

Students must select at least two of the following:

- Energy and Atoms (Adv)
- Science Plus (Adv)
- Marine Biology (Adv)
- Forensic Science

Elective

Students must complete their course schedule from the elective courses below.

The exact number of elective courses required to complete their course selection will be dependent on the number of English and Science electives that have been chosen.

Full year courses (such as a language) account for 1 elective course per semester

Visual Arts

- Studio Art: Photography
- Studio Art: Contemporary Textiles
- Fine Art
- Visual Communication Design

Drama

- Performance Project 1 (Semester 1 only)
- Performance Project 2 (Semester 2 only)

Music

Design, Create, Present (Semester 1 only)
Perform Compose Conduct (Semester 2 only)

History and Classical Studies

Hot Wars (Semester 1 only)
Cold War (Semester 2 only - advanced)
Philosophy (advanced)
Roman Empire: Rise and Fall (advanced)
Classical Latin (advanced)

Global Connections

International Justice and Conflict
Sustainable Futures
Money and Markets

Physical performance and Health

Obtaining an A/B average in both Exercise Sport Science electives may qualify for acceleration in VCE Unit 3 and 4 Physical Education.

Exercise and Sport Science 1 (Semester 1 only)
Exercise and Sport Science 2 (Semester 2 only)

Languages (Full Year)

All languages are considered advanced courses because they are designed around literacy challenge and support pathways to tertiary course requiring significant performance requirements.

Chinese
French
Italian
Spanish

Mathematics

Algorithmics (advanced)

English

Students must complete a minimum of two semester length English courses:

Students must **select only one** of the following semester courses:

English

Length: One semester

Please note carefully: *Year 10 English is different from 10 Advanced English in terms of pace of learning and in terms of the breadth and depth of the exploration of selected ideas and texts. 10 English will suit the learning style of students who respond positively to the assistance provided by a variety of scaffolds and frameworks. Students of 10 English are expected to show interest in reading set texts carefully and are further expected to be prepared to think carefully about the relationship between language and effective communication.*

Course Overview

In this course, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in media texts and create their own texts intended to position audiences. Students also discuss, interpret, and critically analyse a range of complex texts and compare the presentation of ideas, issues and themes. Students will develop their skills in creating written, spoken and multimodal texts.

Pathways

Year 10 English supports students on a pathway to Units 1 & 2 English, Units 1 & 2 Literature, or Units 1 & 2 English Language.

Advanced English

Length: One semester

Please note carefully: *Year 10 Advanced English is different from 10 English in terms of pace of learning and in terms of the breadth and depth of the exploration of selected ideas and texts. 10 Advanced English will suit the learning style of students who are independent learners. Students of 10 Advanced English need to be keenly interested in reading broadly, be prepared to think deeply about language, and be confident to accept complex writing challenges.*

Course Overview

In this course, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in media texts and create their own texts intended to position audiences. Students also discuss, interpret, and critically analyse a range of complex texts and compare the presentation of ideas, issues and themes. Students will develop their skills in creating written, spoken and multimodal texts.

Pathways

Year 10 Advanced English supports students on a pathway to Units 1 & 2 English, Units 1 & 2 Literature, or Units 1 & 2 English Language.

Students must **select at least one** of the following semester courses:

English in Society (Advanced)

Length: One semester

Course Overview

In this course, students will explore how language serves a variety of functions in our society. They will examine a range of spoken and written texts and examine how language is used to achieve a purpose in every social situation. Students will consider how language helps to create individual and group identities, exert power and influence others. They will acquire a range of analytical skills and metalanguage in order to consider and analyse a range of texts from contemporary society.

Pathways

Year 10 English in Society supports students on a pathway to Units 1 & 2 English, Units 1 & 2 Literature, or Units 1 & 2 English Language.

English Literature (Advanced)

Length: One semester

Course Overview

In this course, students will explore the relationship between texts and readers. By developing their close analytical skills, students will read and interpret texts from a range of literary forms and styles. Students will respond critically, creatively and reflectively to the views and values raised by authors of complex texts, and explore how different social, historical and cultural contexts can influence interpretations and shape meanings. Students will learn how to use literary criticism and perspectives to analyse how readers can arrive at differing interpretations of a text.

Pathways

Year 10 English Literature supports students on a pathway to Units 1 & 2 English, Units 1 & 2 Literature, or Units 1 & 2 English Language.

Contemporary English

Length: One semester

Course Overview

In this course, students will discuss, interpret and critically analyse film, theatre and media texts. They will apply inferential reading strategies to advertisements and analyse how language, and structural and visual choices can be affected by target audiences and social and historical context. Students will also analyse the conventions of film and theatre, and analyse how ideas, issues and themes can be communicated in these mediums. Students will develop their skills in creating written, spoken and multimodal texts.

Pathways

Year 10 Contemporary English supports students on a pathway to Units 1 & 2 English, Units 1 & 2 Literature, or Units 1 & 2 English Language.

Standard Mathematics

Length: Full Year

The Year 10 standard Mathematics course is intended to prepare students for entry into VCE Further Mathematics Units 1 & 2 in Year 11. It is designed to emphasise a robust conceptual foundation and at the same time to allow for the development of problem solving approaches.

By the end of the Year 10 standard Mathematics course, students solve problems involving algebraic simplification, linear equations, inequalities, exponential functions and equations of circles. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with algebraic fractions. Students solve quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles and sides in triangles; they also explore circular functions. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments.

Pathways

Year 10 standard Mathematics is designed to support students on a pathway to Further Mathematics Units 1 & 2 in Year 11.

Advanced Mathematics

Length: Full Year

The Advanced Mathematics course is designed to ensure students develop a robust conceptual foundation and at the same time to cultivate students' repertoire of problem solving approaches with particular emphasis on deductive reasoning and proofs. The functions covered in Standard Mathematics are extended to include logarithmic & hyperbolic functions and transformations.

By the end of the course, students are able to solve problems involving algebraic simplification, linear equations, inequalities and exponential and logarithmic functions, hyperbolic functions and equations of circles. They make the connections between algebraic and graphical representations of relations and perform transformations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs, particularly involving similar triangles, and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time.

Students expand binomial expressions and factorise quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with algebraic fractions. Students solve quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles and sides in triangles; they also explore circular functions. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments.

Pathways

Year 10 Advanced Mathematics is designed to support students on a pathway to Mathematical Methods Units 1 & 2.

The course also supports pathways to VCE Further Mathematics Units 3 & 4 as an accelerated option in Year 11, and VCE Specialist Mathematics Units 1 & 2 as an option in Year 11.

Selection Guidance

To ensure a student has the skills and background knowledge required for this course, a C average is recommended for students progressing from the Year 9 Mathematicise Advanced course.

Mathematical Methods VCE Units 1 and 2 (Accelerated)

Length: Full Year

Mathematical Methods (CAS) Units 1 & 2 are intended as a preparation for Mathematical Methods (CAS) Units 3 & 4. Mathematical Methods (CAS) Units 1 & 2 may be taken alone but it is strongly recommended that students also take General Mathematics (Specialist) Units 1 & 2 if they intend to proceed with Mathematical Methods (CAS) Units 3 & 4. Students intending to proceed to Specialist Mathematics Units 3 & 4 must take both Mathematical Methods (CAS) Units 1 & 2 and General Mathematics (Specialist) Units 1 & 2. Students in the Year 10 acceleration class study Mathematical Methods (CAS) in Year 10 and General Mathematics (Specialist) in Year 11.

Pre-requisites

In entering Mathematical Methods Units 1 & 2 students should be familiar with determining the equation of a straight line from combinations of sufficient information about points on the line or the gradient of the line. In addition, familiarity with pythagoras theorem and its applications, quadratic and exponential functions, algebra and graphs, and basic concepts of probability is required.

To ensure a student has the skills and background knowledge required for this course, a B average is expected for students progressing from the Year 9 Accelerated Mathematics.

Pathways

Successful completion of Units 1 & 2 Mathematical Methods (CAS) is a pre-requisite for Units 3 & 4 Mathematical Methods (CAS) and Specialist Mathematics Units 3 & 4, and is co-requisite for VCE Algorithmics Units 3 & 4 (HESS).

Mathematics

Algorithmics (Advanced)

Length: 1 Semester

Algorithmics investigates a structured framework for solving real-world practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of the information society. Beyond its use in computing, Algorithmics provides a general discipline of rational thought through the methodical way it approaches problem solving across many different fields.

Pathways

The Year 10 Algorithmics course is intended to prepare students for VCE Algorithmics Units 3 & 4 (HESS).

Prerequisites and Co-requisites

In order to undertake Year 10 Algorithmics students are required to have successfully completed either Year 9 Mathematics Advanced or Year 9 Accelerated Mathematics, and to be enrolled in either Year 10 Mathematics Advanced or VCE Mathematical Methods Units 1 & 2.

VCE Algorithmics Units 3 & 4 has VCE Mathematical Methods Units 1 & 2 as either a prerequisite or co-requisite.

Science

Energy and Atoms (Advanced)

Length: One semester

Energy and Atoms investigates the fundamental concepts of Physics and Chemistry required to undertake these subjects at VCE level. One term will be dedicated to Chemistry Foundations (Atoms) where students study atomic structure and properties of elements, the Periodic Table and different types of chemical reactions. The other term will cover Foundations of Physics (Energy) including energy conservation, energy transfer, transformations and the study of forces and motion of objects.

Pathways

Energy and Atoms is a pre-requisite course for VCE Chemistry and VCE Physics. It is an expectation that any student intending to take VCE Chemistry and/or Physics will complete the Energy and Atoms elective.

Science Plus (Advanced)

Length: One semester

The Science Plus elective is an in-depth study of the scientific method and engineering design processes important in real life applications. Students will understand various methodologies used by scientists and apply these to several projects undertaken across the semester. At least one enquiry project will be student designed in an area of student choice.

Pathways

The scientific skills and inquiry processes associated with the Science Plus course will support students to successfully undertake the research and practical investigations (Area of Study 3) associated with all VCE Science courses. The elective also supports a pathway VCE Extended Investigation Units 3 and 4 which can be undertaken in either Year 11 or Year 12.

Marine Biology (Advanced)

Length: One semester

Marine Biology will allow students to investigate different adaptations and structures found within aquatic ecosystems. They will develop an understanding of limiting factors and make inferences about types of environments specific marine life can be found. Students will explore organisms from cells to systems in a variety of different species, including an understanding of essential processes for survival.

Pathways

This course supports a pathway to VCE Biology.

Forensic Science

Length: One semester

Forensic Science will allow students to investigate how different science disciplines are used to solve crimes and determine causes of motor vehicle accidents. They will develop a range of techniques to analyse complex scenarios and use data to draw conclusions. Students will investigate the physical and psychological parameters of forensic science including the unreliable nature of eyewitness testimony, motion, forces and the effect of cognitive variables on effective driving.

Pathways

Forensic Science supports a pathway to VCE Physics and /or VCE Psychology.

Visual Arts

Studio Arts Photography

Length: One Semester

Photography is an exploration into the use of light sensitive materials and digital technology when creating imagery. Photography is about selective looking, discovering, understanding, creating and communicating as well as acquiring the technical skills. This semester you will be introduced to the workings of the analogue and digital cameras, darkroom procedures including safe practices and photographic software.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their artmaking.

Students will complete analysis of Photographic artforms from different historical periods. The artforms will include traditional Analogue photography and Digital photography.

Pathways

It is an expectation that students intending to study VCE Studio Arts Units 1 and 2 will *complete one of the Year 10 Studio Arts electives*

Studio Arts Contemporary Textiles

Length: One Semester

Innovation and creativity involves invention, modification, experimentation and pushing the boundaries.

In this course students will investigate materials, technologies and processes drawn from contemporary textiles and develop technical accomplishment in making contemporary artworks.

The practical component of this study will explore the world as a source of ideas, concepts and subject matter.

Students will create two and three dimensional artworks. Students undertake visual research and developmental drawings in a folio, which forms the basis of their artwork.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking.

Pathways

It is an expectation that students intending to study VCE Studio Arts Units 1 and 2 will *complete one of the Year 10 Studio Arts electives*

Fine Art

Length: One Semester

Year 10 Art allows students to explore and develop a critical and explorative style of making art through exploration, selection and manipulation of materials and techniques. Students engage in two dimensional art making and create a folio of artwork. They evaluate their art practice and make contemporary aesthetic decisions. Students focus on the art elements and principles and use them to further their own art practice and analysis of chosen artists. Students develop an analytical understanding of visual arts as an aesthetic and cultural body of knowledge. They will understand its historical, social and cultural contexts and interrogate their own art works within these knowledge frameworks.

Pathways

It is an expectation that students intending to study VCE Art Units 1 and 2 will complete Year 10 Fine Art.

Visual Communication Design

Length: One Semester

In this course the students will gain an understanding of drawing systems and methods. (Technical drawing, visualisation, presentation and observational drawings) Students will develop type and imagery using manual drawing and computer design. Students will also gain an understanding for materials and media.

Students will study the design process and study how a designer completes a project. This will take form in a written body of work.

Following learning the drawing systems the students will produce a folio consisting of architectural model making and poster design.

Digital imaging and freehand drawing skills are developed. A folio consisting of visual communications which develop design elements and design principles as the focal point will be developed.

Drama

Performance Project 1

Length: One Semester

Offered: Semester 1

Connect, Disconnect, Alienate and Distort. Performance Project 1 students will examine the role of actor-audience relationship and how the fourth wall of theatre can be broken. Students are introduced to Epic Theatre practitioner Bertolt Brecht and use their new understandings of this theatre style to create a whole class performance that focuses on the concept of social segregation. During term 2, students will explore the Russian Practitioner Jerzy Grotowski's Poor Theatre and focus on stylised movement whilst also trialing transformation of character, object, time and place to create a mini solo performance. Students will develop and refine their understanding of key expressive skills to portray contrasting characters.

Pathways

It is an expectation that students intending to study VCE Drama Units 1 and 2 will complete at least one of the Year 10 Drama electives

Performance Project 2

Length: One Semester

Offered: Semester 2

Stunned, Shocked and Amazed. During Performance Project 2, students will research Antonin Artaud's style of "Theatre of Cruelty". Students will understand the importance of ritual and symbol in drama and use elements of this performance style in their ensemble pieces. They will explore the actor-audience relationship of "assaulting the senses", partaking in workshops that explore the sensory experience of the theatre. Students will also reflect on both their workshop activities and assessment task in their journals, documenting planning and reflections of group work and content. In Term 4 students will further develop their knowledge and understanding of Poor Theatre, paying close attention to the conventions of Transformation, evoking silence, the truth on stage and minimal use of set and props. They will incorporate these into an ensemble performance. Students will reflect on their research and script development in their journals.

Pathways

It is an expectation that students intending to study VCE Drama Units 1 and 2 will complete at least one of the Year 10 Drama electives

Music

Design Create Present

Length: One Semester

Offered: Semester 1

Students will develop solo and ensemble pieces inspired by a common theme, to create a concert which showcases a range of performance skills.

They will explore the music of a wide range of music styles and be involved in repertoire selection to reflect the needs of particular ensemble combinations.

They will study performance techniques, interpretive strategies, stylistic conventions, staging and programming in order to understand the many areas of expertise needed in presenting a coherent, artistic and entertaining performance.

Expressive communication skills and an informed interpretation of a range of styles, in tandem with musicianship, theory and listening exercises, are essential skills for high level, meaningful, music presentation.

Pathways

VCE Music Performance

Perform Compose Conduct

Length: One Semester

Offered: Semester 2

Students will develop their practical and theoretical skills by performing, creating and responding to a variety of music in a range of styles, both classical and contemporary. Students will develop their critical listening skills, aural musicianship and knowledge of music theory. Improvisation, composition and arranging tasks will give students the opportunity to respond to the studied repertoire by creating music of their own. They will learn the art of conducting a small ensemble and collaborate to create a performance project which showcases solo and ensemble skills.

Pathways

VCE Music Performance

History and Classical Studies

Hot Wars

Length: One Semester

Offered: Semester 1

Hot Wars is an exploration of some of the bloodiest conflicts of the 20th Century. Unit one begins with an inquiry into the origins of WWI in which students explore how political rivalries and expansionist ideas led in to one of the most prolonged and devastating wars in world history. Students will investigate how warfare fundamentally changed in this era due to the evolution of new technologies through an examination of the conditions on the Western Front. This unit will conclude with a survey on the changing shape of Europe and the bitterness which marred the post war conferences. In unit two, students will encounter some of the most infamous figures in history such as Adolf Hitler and Joseph Stalin. This part of the course will explore the conditions which led to the dominance of the Nazi party in Germany and the international tensions which precluded WW2. Students will engage in a comparative study of the two most significant theatres of war: Europe and the Pacific and will examine the similarities and differences between the two. This course is designed in order to lead chronologically into Cold Wars.

Pathways

This subject provides an excellent basis for the second unit of History offered at Year 10; The Cold Wars. It develops skills and understanding of the context and causes of the Cold War. The unit provides a sound skills base for progression into VCE Units 1 & 2 History at Year 11 and Classical Studies Units 1 & 2

Cold Wars (Advanced)

Length: One semester

Offered: Semester 2

Cold Wars is a subject that deals with one of the iciest relationships of the 20th century – the USA and the USSR. In this course, students will examine the ideological conflict between the capitalist United States and the communist Eastern Bloc following world war two. In Unit one students will examine the deterioration of relationships during the 1950's through an investigation of Stalin's Salami Tactics, Truman's desire to contain communism and the escalation of tension following the Berlin Blockade and Airlift. In Unit two, students will investigate the ensuing proxy wars in Korea and Vietnam, the dark days of the Cuban Missile Crisis and attempts at Détente. Finally, the course concludes with an inquiry into the deterioration of the power of the Soviet Union which culminated in the collapse of communism in the 1990's. This subject is a highly recommended pre-requisite to any senior history studies or students wishing to understand why Donald Trump and Vladimir Putin are such uneasy bedfellows.

Pathways

A study of Year 10 History: Cold Wars provides a sound skills base for progression into VCE Units 1 & 2 History at Year 11 and Global Politics at year 11.

Roman Empire: Rise and Fall (Advanced)

Length: One semester

The Roman Empire: Rise and Fall is designed to offer students who are considering a VCE pathway into Latin, Classical Studies or Ancient History an opportunity to refine and extend their skills and knowledge of one of the most significant eras in History. Unit one explores the establishment of the Empire by Augustus and investigates the fundamental changes and developments of the first century. Students will examine the significant achievements of the period in technology, culture and governance. In Unit two, students will examine life in the Empire via a study of the thriving port city of Ostia, and the holiday towns of Pompeii and Herculaneum. Students will undertake an investigation of key Emperors – the good, the bad and the ugly. Students will evaluate why playing the fiddle why Rome burns or making your horse a senator may not be ideal form of governance. Finally, the course concludes with an exploration of the challenges that faced the Empire including the threat posed by Barbarians such as Queen Boudicca, the difficulty of managing a large and diverse empire and the inability of the Emperors to stay alive.

Pathways

This course is designed to offer students a pathway into VCE Ancient History, VCE Latin and VCE Classical Studies.

Philosophy (Advanced)

Length: One Semester

Year 10 Philosophy presents students with an introduction to key philosophical theories and an opportunity to develop reasoning skills and persuasive capabilities.

Familiarity with the ideas investigated by philosophers throughout history will be cultivated through analysis and discussion of multimodal philosophy texts. Emphasis will be placed upon the ways in which philosophers have identified and framed key controversies in the various domains of philosophy such as Metaphysics and Epistemology. Key concerns will include: the nature of reality, free will and determinism, the search for truth, and questions of personal identity.

The development of reasoning skills will involve the explicit study of formal and informal logic, which will be applied to the analysis and construction of philosophical arguments.

Whilst the course is designed to equip students with a foundation in philosophical content and method; the study of philosophy is of broad reaching benefit to all students who wish to navigate life's endeavours with clarity, rigour and perspective. Moreover, the capabilities developed through studying philosophy have far reaching benefits to many other fields including Law, Science, Mathematics and Politics.

Pathways

The literacy, reasoning and persuasive skills developed through the Philosophy course are supportive of students in all VCE pathways and many post school pathways. The Philosophy pathway is particularly supportive of students intending to progress to VCE Philosophy, History, Literature, Global Politics and VCE Units 3 & 4 Extended Investigation.

Classical Language

Latin (Advanced)

Length: Full Year

The MGGS Latin course introduces students to the culture and history of ancient Rome through the medium of the Romans' own language. At Year 10 level, the course involves the comprehension, analysis and translation of Latin text illustrating aspects of ancient life in the Roman provinces of Egypt and Britain, as well as the city of Rome itself.

Emphasis is placed on vocabulary, etymology and traditional grammar. Students develop their knowledge and skills in Year 10 to the point where they become informed and independent readers of Latin literature, ready to embark on great classic works by authors such as Ovid, Virgil, Livy and Caesar in their VCE studies.

Pathways

Knowledge of Latin supports studies in multiple disciplines, including archaeology, history, literature and philosophy, which often require reading skills in Latin, as well as the natural sciences, law and medicine, where Latin terminology is widely used. Year 10 Latin provides a supported pathway to VCE Latin. Students must have completed at least one year of Latin language learning to enroll in Year 10 Latin.

Global Connections

International Justice and Conflict

Length: One semester

Students will examine international conflict and justice through different contexts and from different stakeholder perspectives. They will investigate how historical, economic and political factors have given rise to and impacted upon international disputes. As students make connections between examples of conflict in its many forms, they will grapple with the question of whether global responses have been effective in providing solutions. Concepts including human rights, climate change and terrorism will be explored through a range of differentiated online sources and interactive class experiences. Students will be expected to conduct an extended research project into an example of global conflict of their choice. A strong emphasis will be placed on research and information literacy skills.

Pathways - Global Politics, Geography

Sustainable Futures

Length: One semester

In Term 1, students investigate the importance of coasts, coastal processes and the management of coastal areas. Students examine the geographic characteristics of coastal environments and the land forms and natural processes that shape and change the coast. The interactions between natural processes and human activities that change coastal environments are examined. This unit will include a compulsory fieldwork component.

In Term 2, students examine the characteristics of urban environments. With cities rapidly increasing in size it is important to explore issues faced in an urban environment such as housing, transport and environment. They will examine the effectiveness of various solutions for urban environments. Students will investigate in detail the future sustainability of an urban environment of their choice.

Pathways - Geography, Economics

Finance and Enterprise

Length: One semester

Students are introduced to a range of concepts around managing of money. Areas covered include accounting principles, income streams, investing, finance and budgeting. Students should develop their understanding and skills of financial literacy.

Students learn about the significance of small business enterprises in Australia and some of the determinants of success or failure of small businesses. Students will be given the opportunity to innovative an idea(s) and incorporate them into a presentation and business plan to a potential investor. Students also learn the importance of maintaining accurate financial records that measure the performance of small business and understand how to interpret performance indicators and provide advice based on their analysis.

Pathways - Accounting, Business Management, Economics

Physical Performance and Health

Exercise and Sport Science 1

Length: One semester

Offered: Semester 1

Exercise and Sport Science serves to develop an understanding of the biological and physiological responses to exercise as well as methods of enhancing performance. Students analyse the physiological and dietary requirements of various sports and create a training program designed to target specific fitness components. The course has a practical component which is closely linked to each area of study and has been designed to enhance students' knowledge and understanding of key concepts.

Topic 1: Physiological Performance

Students examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration.

Students explore the components of fitness and consider how fitness can be improved by the application of appropriate training principles and methods.

Topic 2: Enhancing Performance

This topic explores various performance enhancement techniques from a psychological, diet and nutrition perspective.

Exercise and Sport Science 2

Length: One semester

Offered: Semester 2

Exercise and Sport Science serves to develop an understanding of the biological, physiological, social and cultural influences on and participation and performance in physical activity. The course has a practical component which is closely linked to each area of study and has been designed to enhance students' knowledge and understanding of key concepts.

Topic 1: Body systems

Students examine the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and explore how these body systems work in conjunction with each other at rest and during physical activity.

Students discover the acute changes the body systems make in response to exercise, in order to meet the demands of the task.

Topic 2: Skill acquisition and biomechanics

Students explore the nature of skill acquisition and basic biomechanical principles in a variety of physical activity experiences. They explore practical activities to demonstrate how the application of these principles improve movement outcomes.

Pathways

Students undertaking both Exercise and Sport Science electives in Year 10 may be considered for accelerated study in Physical Education Unit 3 & 4 in Year 11. Students intending on undertaking this accelerated pathway must undertake the yearlong Sports Science program in Year 10 and achieve an 'A' average in these courses. A Semester Grade of B in Science at Year 10 is also required.

Modern Language

French

Length: Full Year

The Year 10 French curriculum reinforces previously learnt linguistic concepts and introduces more advanced grammatical elements and idiomatic expressions. There is a specific focus on the expressive (speaking and writing) and receptive (reading and listening) skills, which are developed within a contemporary context of French language usage. The students will demonstrate the acquired skills through assessments and projects.

The course is divided into 4 units of study:

Unit 1 – Relationships with family and friends

Unit 2 – Future aspirations (Part 1): careers, qualities required for specific jobs

Unit 3 – Future aspirations (Part 2): work experience, CV, cover letter

Unit 4 – Health

Italian

Length: Full Year

The Year 10 Italian course reinforces previously learnt linguistic concepts and introduces more advanced grammatical elements and idiomatic expressions. The course will be divided into four Units of work. Students will revise basic grammatical items and develop more complex linguistic structures and concepts as well as cultural understandings through an authentic engagement with a wide range of audiovisual materials such as films, music, short stories, blogs and comics. There is a specific focus on the expressive (speaking and writing) and receptive (reading and listening) skills, which are developed within a contemporary context of Italian spoken language and idiomatic usage. Of particular importance will be the ability to recount past events using the correct tenses. Students will demonstrate the acquired skills through the completion of Mastery Tasks and Projects.

The course is divided into 4 Units of study.

- Unit 1: Italian design & Made in Italy
- Unit 2: Italian fashion
- Unit 3: Italian culture and influence in Australia & in the world
- Unit 4: Future aspirations & the lives of young people

Chinese

Length: Full Year

The Year 10 Chinese Language course continues to build on the skills learnt through the previous years of study. There is a specific focus on receptive skills (reading and listening) and expressive skills (speaking and writing) in contemporary contexts to allow students to have the communication skills to interact with Chinese speaking communities. Students will also be introduced to more advanced vocabulary and sentence structures to be able to communicate on a more complex level.

The course will incorporate a variety of resources that will allow students to continue to develop self-regulation and engage with the language through multiple mediums. Students will use a Digital Textbook which will allow them to study on the web anytime and work through online exercises at their own pace. Each Content Area also has an embedded cultural component that will deepen students' understanding of contemporary and traditional Chinese culture and practices.

The course is divided into 4 units of study:

- Unit 1: Environment and Health
- Unit 2: Consumerism
- Unit 3: Chinese Culture
- Unit 4: Holiday

Spanish

Length: Full Year

The Year 10 Spanish course reinforces previously learnt linguistic concepts and introduces more advanced grammatical elements and idiomatic expressions.

There is a specific focus on the expressive (speaking and writing) and receptive (reading and listening) skills, which are developed within a contemporary context of Spanish speaking language and idiomatic usage. Content areas provide multiple sources for self-pace learning and extension; language skills and knowledge are demonstrated through students' mastery tasks and projects.

Topics include: Famous homes from the Spanish speaking world, neighbourhoods, holidays, biographies and historical events, and healthy life.

Modern Languages Selection Guidance

All modern language courses offered at Year 10 are continuous programs. Girls wishing to select a modern language at Year 10 must have been enrolled in the language at MGGS in Year 9.

For girls entering MGGS at Year 10 the following expectations apply:

Italian, Chinese and French - At least 3 full years of continuous language learning
Spanish - At least one full year of Spanish language learning