

# *Curriculum Handbook*

*2019*

*Year 10*



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**Scopus  
Values**



Excellence in Learning



Holistic Development



Jewish Identity



Community and Service

# 2019

This Handbook provides an overview of the philosophy and practice of the curriculum in the Secondary School at Mount Scopus Memorial College. It aims to be of particular interest to parents, but is also vital to students in that it contains information about all of the courses open to them at Year 10, and provides some information about VCE studies.

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Some of the details may change before the start of the next school year because of the dynamic nature of any healthy curriculum. Please direct any enquiries about changes in Year 10 to Mrs Sharon Stocker, Deputy Principal, Secondary School.

**Acknowledgement: Information on VCE and VET Study Designs are based on VCAA Documents**

## **Curriculum Policy**

The Curriculum at Mount Scopus Memorial College is constantly under review, revision and restructure at all year levels in response to important developments both within and outside the school community.

### **A Comprehensive Curriculum**

Mount Scopus Memorial College is an authorised International Baccalaureate World School offering the IB Middle Years Programme (MYP). The MYP places emphasis on learning in an international context, and all students have access to the broadest possible range of subjects, including the Visual Arts, Performing Arts, Business Studies, English, Languages other than English, Humanities, Mathematics, Science, Technologies, Physical and Personal Development.

The Mount Scopus curriculum is organised around a common core of studies in the early years, with provision for increasing choice and flexibility as students mature. Year 10 students, in addition to taking a common core of studies, have a very wide choice of electives.

### **VCE Enhancement**

The School offers a VCE Enhancement program for students in Years 10. A program with Unit 3/4 bridging courses, subject preparation sessions and special sessions on study skills are offered. This program is conducted after the completion of the formal examinations in Semester 2.

### **Jewish Studies**

Jewish Studies at Mount Scopus gives the school its distinctive character. A serious encounter with the main disciplines of Jewish Studies, including: Hebrew Language and Literature, Tanach, Jewish History, Israel Studies and Toshba (the Oral Tradition), is crucial for the fulfilment of the school's aims as a Jewish school. The College's Mission Statement is to "promote excellence in learning and ...provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enables each student to make an informed choice as to the meaning of their Jewish identity."

The Jewish Studies Faculty is committed to engaging students, fostering a love of Judaism and creating a sense of belonging within the community for each student, with an emphasis on respect and care for others. The school's philosophy and practice is driven by the importance of developing a positive sense of Jewish identity with the vision to imbue within students a desire to further their Jewish learning. Learning is an overriding priority and students are encouraged to deepen their understanding and appreciation of the diversity, riches and complexities of Jewish history, traditions, core beliefs and practices. The approach to Jewish Studies is to empower students to be active members of the community. Jewish education must be both relevant and practical with a respect for past and present.

The Jewish Studies Faculty reflects the approach of other disciplines in pursuing high academic standards while taking into account individual needs. Approaching traditional Jewish study in a modern way relies on using a wide range of resources and creating a wide variety of experiences to engage and extend students. Much thought and effort is invested in developing a Jewish Studies curriculum which is dynamic, up to date with technology, demonstrates best teaching practices and is tailored to the needs of the students.

Provision is also made for students' special needs and interests through electives as well as provision for tutorial assistance and accelerated learning opportunities. Jewish education is an essential part of students' development throughout the College with a variety of specialist Jewish Studies options for students at the senior level.

The formal curriculum is supplemented by a strong informal Jewish Education program, with camps, shabbatonim and regular special events as part of the Jewish calendar.

## **The Australian Curriculum**

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students and prepare them for life in the 21<sup>st</sup> Century.

Mount Scopus delivers the Australian Curriculum for English, Geography, Mathematics, Science, History, the Arts, Economics, Business, Civics and Citizenship, Health and Physical Education, Design and Digital Technologies.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability).

The platform through which Mount Scopus delivers the Australian Curriculum is the International Baccalaureate Middle Years Programme.

## **The Middle Years Programme (MYP)**

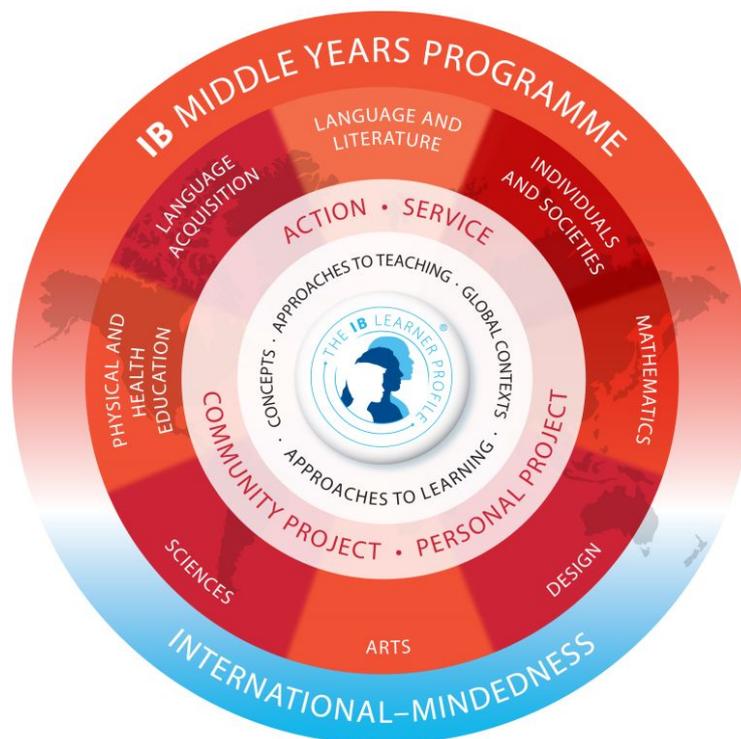
Mount Scopus offers the International Baccalaureate Middle Years Programme for students of Year 7 to Year 9. All non-VCE/VET subjects in Year 10 follow the MYP teaching, learning and assessment framework. MYP is a programme of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in their changing world. Learning how to learn and how to critically evaluate information is as important as learning facts. The programme encourages students to be active learners, well rounded individuals and engaged world citizens. The MYP is designed to teach students to become independent learners who can recognise relationships between school subjects and the world outside, who can adapt to new situations, and combine relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups. Learning at this adolescent stage of development calls for more than "knowing"; it involves reflective thinking, both critical and creative, about ideas and behaviours. It includes problem solving and analysis, and the clarification and discussion of personal beliefs and standards on which decisions are made, frequently leading to critical thinking and action.

## **Aims**

The Programme aims to enable students to:

- Build upon their spirit of discovery, to develop an understanding and enjoyment of the process of learning independently, and in cooperation with others;
- Acquire knowledge and understanding and prepare for further learning;
- Recognise the extent to which knowledge is interrelated;
- Learn to communicate effectively in a variety of ways;
- Develop a sense of personal and cultural identity and a respect for themselves and for others, and;
- Acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

## The Curriculum Model



The MYP curriculum model has at its kernel, IB Learner Profile, ten attributes of 21<sup>st</sup> century learners – Balance, Risk Taker, Inquirer, Thinker, Open-Minded, Knowledgeable, Caring, Principled and Communicator. The programme is structured with eight subject areas. Learning within and across subject areas occur within 6 Global Contexts – Scientific and Technical Innovation, Fairness and Development, Personal and Cultural Expression, Globalisation and Sustainability, Orientation in Space and Time, and Identities and Relationships. These Global Contexts allow students to be internationally minded when tackling the problems and challenges facing the 21<sup>st</sup> century global society. The MYP places an emphasis on a concept driven approach to learning, which enables students to develop their understanding of sixteen Key Concepts within and between all eight subject groups and Related Concepts within each subject group. These concepts provide students with a framework to connect their learning of content, knowledge and skills. The MYP prepares students to be self-guided learners by developing the Approaches to Learning skills in the areas of thinking, self-management, communication, research and social engagement. From Year 7 to Year 10, students are provided with opportunities to take action and serve others within the school and amongst various community groups in Melbourne, Australia and abroad.

## **Course Options Related to Faculty and Year Level**

### **A Summary of Course Options: Year 10**

The choice of subjects is broad and includes core (compulsory) subjects as well as 4 elective units being selected to complement the common core.

### **Wider Education Program Options in Year 10**

Some students may choose to pursue a combined School and VET/University Education. Vocational education and training (VET) subjects, School Based New Apprenticeships and Pathway programs are all available in the wider community and where possible, may be integrated into the school curriculum. If one is considering doing a VET course please read the accompanying VET policy (Page 87).

### **A Summary of Course Options: Years 11 – 12**

Year 11: Students will undertake 6 VCE Units 1 and 2 subjects. All students take English Units 1 and 2 and two Jewish Studies Units. Mathematics Units 1 and 2 are taken by the vast majority of students, although some students choose not to take any Mathematics. A small number of strong students will take a Unit 3 and 4 Maths in Year 11.

In recent years, in response to student demand and our desire to establish or maintain the viability of certain courses in the senior school, Year 11 students with an appropriate background have been allowed the opportunity to enrol in Units 3 and 4 of Biology, Business Management, Dance, Environmental Science, Extended Investigation, Further Maths, Health and Human Development, Hebrew, Legal Studies, Literature, Maths Methods, Psychology and Texts and Traditions,.

Year 12: Students undertake 4- 5 VCE Units 3 and 4 subjects.

All these VCE studies are offered subject to student demand, staffing considerations and the balance of an overall programme. New courses are constantly under review. In addition, an extensive sports programme is offered, including participation in inter-school competitions. Students are also encouraged to take advantage of the wide range of opportunities open to them for participation in community service activities, the College Musical, the College Play, Debating, College publications and so on.

## Curriculum Year 10 – 12 2019

**Compulsory Studies** - Those above the solid black line - \*Maths not compulsory in Year 11 - **Elective Studies** – Those below the line

Year 10	Year 11	Year 12
<p>English/EAL Hebrew</p> <ul style="list-style-type: none"> <li>- Unit 1/2 or</li> <li>- Certificate II in Applied Languages or</li> <li>- Support Hebrew</li> </ul> <p>History Judaic Studies Mathematics Physical Education Science Sport</p> <hr/> <p>Biology Biotechnology and Society Chinese Dance Drama Environmental Science Foundation Maths 1/2 French Geography Health and Human Devt. History vs. Hollywood Holocaust Studies Justice Israel Studies Literacy Skills Literature Mathematica Media Studies Music Visual Art Psychology Robotics Talmudic Studies The World of Business Introduction to Legal and Economics Introduction to Intellectual Property Law Visual Communication (Architecture and Interior Design) Digital Photography Art Science-ology Sports Science VET</p>	<p>English/EAL/Literature Religion and Society 1/2 or History (Jewish Stream) 1/2 or Literature (Jewish) 1/2 or Religion and Society 1/2 or Texts and Traditions 3/4 or Extended Investigation (Jewish) 3/4 or Hebrew 3/4 or Media (Jewish) 3/4 or Certificate II and III in Applied Languages</p> <hr/> <p>Accounting Art Biology Business Management Chemistry Chinese Drama Environmental Science French Hebrew History Legal Studies Literature Mathematics *Maths Methods 1/2 Or *Maths Methods 3/4 *General Maths 1/2 Specialist Maths 1/2 *Further Maths 3/4 Music Performance Physical Education Physics Psychology 1/2 Religion and Society Biology 3/4 Business Management 3/4 Dance 3/4 Further Maths 3/4 Health Human Development 3/4 Hebrew 3/4 Legal Studies 3/4 Media Studies 3/4 Psychology 3/4 Texts and Tradition 3/4 Visual Communication Design 1/2 Extended Investigation 3/4</p>	<p>English/EAL/English Language Hebrew or Extended Investigation (Jewish) or Religion and Society or Hebrew (Tertiary) or Certificate III in Applied Languages or Texts and Traditions or Media Studies (Jewish) or Studio Arts (Jewish)</p> <hr/> <p>Accounting Art Biology Business Management Chemistry Chinese Dance Drama Environmental Science French Health and Human Devt. Hebrew Hebrew (Tertiary) History International Studies Legal Studies Literature Maths Methods Specialist Maths Further Maths Media Studies Music Performance Physical Education Physics Psychology Religion and Society Studio Arts Texts and Tradition Visual Communication Design Extended Investigation</p>

## **Processes of Curriculum Review and Renewal**

The following formal procedures are in place to ensure that the curriculum is under constant review and renewal:

Within the hierarchical structure of the administration of the College, the Board of Governors debates and ratifies major policy decisions concerning curriculum change e.g. the balance between the secular and religious components of the total programme. The Board is advised on these matters by its Committee, comprising senior administrators from the school, some members of the Board of Governors, and parents/friends of the school who are generally employed in the tertiary sector.

Change, or debate on change, is often initiated by the Principal and the Director of Teaching and Learning and is then taken up at the most appropriate forums.

The Education Committee is chaired by the Director of Teaching and Learning, and is composed principally of the Principal, Heads of Campus, MYP Coordinator, Faculty Leaders as follows: Arts, Humanities, English, Jewish Studies, Business Studies, Science, Mathematics, Languages, the Head of Secondary Library and Coordinator of Design. It is the principal decision-making body for reviewing policy and initiating educational change.

Faculty Leaders may initiate reviews and renewal procedures within their own faculties in their own right, but they also appoint subject/level heads who are responsible for coordination of the subject curriculum and support materials at their own level.

Subject/Level Heads are responsible for curriculum review and renewal at the grassroots level within their own subject areas. Much of this is done during the weekly/fortnightly meetings, which are timetabled as a matter of course across the secondary school.

Three pupil free conference days are held immediately prior to the start of each school year, and four other pupil free conference days are held throughout the year, with significant blocks of time being allocated to curriculum issues.

## Assessment and Reporting Policy

Assessment and Reporting at Mount Scopus Memorial College are based on the following principles: Assessment may be either diagnostic (aiming primarily to identify strengths and weaknesses), formative (seeking to assist and shape future learning), or summative (giving a whole or final judgement on a student's performance on a given unit of work or task). Regardless of the purpose of the assessment, it should, wherever possible, provide feedback to students on their performance, be continuous, and provide directions and advice to students on ways of improving their performance.

As part of the process of assessment, students should, wherever possible, be provided with positive experiences which encourage renewed commitment to the attainment of their potential.

Students should know and understand in advance the criteria against which their performance or achievement is to be measured.

Assessment methods should be as varied as possible in order to assess all the content, skills, understandings, processes and attitudes involved in a given course, and to allow students to demonstrate the full range of their capabilities.

Students should be given appropriate notification of assessment periods and tasks, and clear guidelines as to what is expected of them.

Teachers will confer on the timing of tests and due dates for assignments in order to avoid unreasonable workloads on students.

Parents will be informed of the purpose and nature of reports which are issued by the school, together with advice on how to interpret them.

The issuing of formal reports will be accompanied by parent/teacher nights at the discretion of the Deputy Principal, Secondary.

Formal, coordinated assessment based on the aforementioned principles, together with reporting to parents, will take place each year as follows:

- After approximately five weeks of school in Term 1, to identify students who appear to be 'at risk' of not working to capacity. These students and their parents will be informed of the School's concern, and be given appropriate advice on how to correct the perceived problems.
- There will be parent/teacher meetings for all students in Semester 1 and Semester 2.
- At the end of Term 2 (Semester 1), formal reports will be issued indicating:
  - Each student's performance on all work requirements/assessment activities;
  - The extent to which each student has learned and applied the skills taught in each subject;
  - The work patterns and organisational skills displayed by each student in each subject;
  - Suggestions for improvement where applicable.
- Early in Term 3, meetings are organised between the Head of Year, the Deputy Principal, Secondary, and individual students whose performance is of concern. The purpose of these meetings is to find ways by which each student can work towards improvement
- At the end of Term 4 (Semester 2), a formal report will be issued to each student as per Term 2.

## **Assessment and Reporting Procedures**

The report forms issued at the end of Semester 1 at all levels, and at the end of Semester 2 for Year 10, are specific to each subject faculty, but follow a similar format.

The Skills Profile relates to performance in the skills which are integral to the subject concerned. The information contained here on the report should help parents and students to focus more directly on strengths and weaknesses in a particular subject.

The Personal Management profile contains information which we consider to be as important as academic achievement. Attention to unsatisfactory performance here may rectify deficiencies in other areas of assessment.

Assessment and reporting procedures are in line with Federal Government National Safe Schools Framework (NSSF).

## **Personal Management of Work Patterns**

The following is a list of seven patterns that are common to all year levels:

- Behaves respectfully towards others.
- Demonstrates sound organisational skills.
- Engages in activities with effort and commitment.
- Reflects on and evaluates set tasks.
- Uses class time effectively.

## **Assessment Activities/Work Requirements**

Each subject will report on academic performance in a range of tasks in terms of level of achievement. The levels of achievement and their accompanying descriptors can be viewed on the College website [www.scopus.vic.edu.au](http://www.scopus.vic.edu.au)

## **Comparative Reporting**

### **What are comparative grades and how are these determined?**

According to Federal Government regulations, schools are required to engage in comparative reporting. This is done once every semester at Mount Scopus Memorial College.

Comparative grades indicate a student's performance *relative* to their cohort. Comparative grades are determined by analysing the distribution of MYP grades obtained by students in each subject. These MYP grades are derived from common summative assessment tasks.

## **Work Completion and Homework Policy**

### **Completion of Assessment Activities**

The College requires students to complete all formal Assessment Activities in each of their subjects, and reports upon the completion of work at the end of each Semester. Failure to complete Assessment Activities, particularly in the key competency areas of Mathematics, English and Hebrew, could result in a student not being allowed to commence a new semester until the outstanding work has been completed. In other subjects, students who fail to complete Assessment Activities will be deemed as not having completed the Semester, in which case, their report may be withheld until the work is completed. Students who persist in their failure to complete work requirements in these subjects within a reasonable time may be withdrawn from classes until such a time as the work is completed.

During each Semester, teachers use a variety of methods to follow up incomplete work, including phone, diary and letter contact, and requiring the student to attend school after hours.

### **Homework Policy**

Regular homework is a necessary part of a student's growth at our College. Not only are academic skills honed, but personal growth in the areas of self-discipline, time management, prioritising, and responsibility is also developed through the medium of assigned work from the school.

At the same time, there is little purpose in assigning an over-abundance of repetitive work. The aim should be growth and development of the student. It is also necessary to acknowledge individual differences in students, and teachers should be prepared to have a reasonable flexibility in their programs including the provision of homework which will address these differences. The amount of homework that is deemed sufficient varies according to the age of the student and his/her ability. Approximately 10 hours a week is regarded as appropriate for an average student in the Secondary School as long as it is done in a regular planned fashion. This is in line with Education Department recommendations. Time should include daily homework, test preparation, essay and project work, review of the day's lessons and preparation time. Even if no homework has been assigned, students should set time aside for school related activities (i.e. reading, reviewing and studying, correcting and organising notebooks).

### **The role of the school is:**

- To assign appropriate amounts of homework on a regular basis;
- To ensure that all assigned homework is checked and acknowledged;
- To keep repetitive work to a necessary minimum;
- To provide homework assignments that challenge and expand a child's thinking as well as reinforce concepts;
- To apportion long-term assignments with consideration to the possibility of conflict with other work or tests assigned;
- To communicate to students and parents clearly how the homework policy is implemented in the classroom, including the use of the planning diary;
- To make every attempt to maintain due dates, unless that becomes unreasonable for a significant number of students;
- To address the skills required for successfully organising and completing homework. This will be done formally during mechanech sessions, during class time and by individual student counselling if necessary.

**The role of the student is:**

- To ensure that instructions and assignments are clearly understood, and to ask for help from teachers where necessary;
- To note details of homework in the planning diary, and to complete all signed homework to the best of his/her ability;
- To practice the skills of time management and establish priorities for the completion of the longer and short-term work requirements, with the aid of an assignment and study calendar if necessary;
- To find out what assignments have been missed because of illness, appointments or special events, and arranging a reasonable completion time with the teacher if necessary.

**The role of the parent is:**

- To provide the student with a place most suitable for the student's learning style that will be conducive to the completion of homework;
- To monitor the student's work to ensure adequate completion, as required, and to communicate with the teacher if non-completion becomes a consistent pattern. Parents should regularly check the planning diary;
- To be in communication with the teacher as soon as concerns pertaining to homework assignments arise;
- To terminate the student's time if it unreasonably exceeds the limits that have been set, and to indicate this in the planning diary, and, if necessary, to contact the school.

The number of hours of homework students are expected to do per week is approximately:

- 7 hours for Year 7
- 8 hours for Year 8
- 9 hours for Year 9
- 10 hours for Year 10

## Block Credit in the VCE

Qualifications gained by a student outside the VCAA approved VCE VET Program Curriculum may be given credit toward their VCE. This means that a student undertaking a VET qualification that sits outside the current suite of approved VCE VET and part-time apprenticeship programs is eligible to apply for Block Credit.

### The new 2019 rules for the award of Block Credit towards the VCE

- **Certificate I** qualifications do not provide any credit into the VCE.
- **Certificate II** qualifications provide credit at VCE units 1 and 2 level only. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: units 1, 2, 1 and 2 up to a maximum of six VCE units.
- **Certificate III** qualifications provide credit at VCE units 1 to 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.
- **Certificate IV and Diploma** qualifications that are pre-approved by the VCAA provide credit at VCE units 3 and 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: units 3, 4, 3 and 4 up to a maximum of four units

Restrictions on similar study combinations remain. If a VCE subject and a VET subject have the same content, only one subject can be used in the ATAR. The VCAA determine which subject combinations this applies to.

Under a 2018 VTAC amendment, VCE and VCE VET results will take precedence over Block Credit results. Current VET courses undertaken by Mount Scopus students which are affected by this rule include Interior Decoration and Events.

Should a student choose to complete a Block Credit VET course, and wishes to use this subject in the calculation of the ATAR, the Block Credit VET subject can only count if the student has completed fewer than six VCE or VCE VET subjects (not including the Block Credit VET subject). In the event that the student completes six VCE or VCE VET subjects, plus a Block Credit VET course, the Block Credit course will not contribute to the ATAR.

### Students who have commenced training in 2018 or earlier

Where a student has commenced training in 2018 or earlier, the following VFE certificate type rules apply for **2019 only**:

- Attainment of units of competency at AQF level II provides credit at VCE Unit 1 and 2 level, subject to completion of a minimum of 90 nominal hours for each VCE unit.
- Attainment of units of competency at AQF level III and above provides credit at Unit 3 and 4 level, subject to completion of a minimum of 90 nominal hours for each VCE unit.
- A VCE Unit 3–4 sequence will be awarded on satisfactory completion of a minimum of 180 nominal hours, according to the rules outlined in the previous points.

Where arrangements for VET programs have been made for 2019 based on pre-2019 block credit rules such that a student will receive credit at a lower level under the new block credit rules – i.e. at Units 1 and 2 level rather than a previously calculated Units 3 and 4 level – special arrangements will be provided.

# Susie and Norman Rockman Library

## Services and Programs

### Aims

- To assist students to develop lifelong independent learning skills which will readily transfer to other learning environments.
- To nurture a love of literature and reading.
- To provide students and staff with the opportunity to access a range of resources to fulfil their educational and personal information needs.

### Collections

Library resources are selected, in consultation with subject teachers, to support the curriculum of the secondary school as well as to provide some recreational material. To encourage informed decision-making, material is selected to present a variety of points of view. Collections include:

- Digital resources – ClickView digital videos, reviewed websites, eBooks, PDF files, images, audio books, podcasts.
- Print resources – books, journals, newspapers, and an extensive fiction collection ranging from popular to classic, in a range of genres, to suit a variety of reading abilities.
- Online subscription databases – newspaper and journal articles, encyclopaedias, maps, subject-based teaching and learning resources.
- Audio-visual resources – CDs, DVDs, kits, posters, talking books.

### Facilities

Students have access to the library before and after school, at recess and lunchtime, as well as during class time. Facilities offered include:

- On-campus and remote access to information and resources at all campuses of the College through the automated library system.
- A variety of spaces for learning activities ranging from whole class tuition, research and reading to individual private study. Dedicated areas include a Seminar Room, a silent study room, a fiction reading area and small meeting rooms.
- ICT equipment, such as network PCs, scanners, printers, photocopiers, projection facilities, interactive whiteboard, available to staff and students.

### Curriculum Development and Resourcing

Teacher-Librarians are fully qualified teachers who work closely with MYP and VCE teachers to support all areas of teaching and learning in the College.

### Inquiry Learning and Information Literacy

The Teacher-Librarians play a leading role in the development of Information Literacy skills, a vital component of the MYP Approaches to Learning. Learning how to assess information and use it wisely is increasingly important. Students need to learn how to use the library and other media as well as to understand the research process (from finding and selecting information to judging it critically). This is incorporated into inquiry and project work.

Teacher-Librarians provide timely tuition for classes as well as ongoing coaching for small groups and individual students.

Research tools and resources are produced and promoted across the curriculum for all year levels. These include Research Starter Packs, Information Literacy skills scaffolding and strategies, and online referencing tools.

### **Literature Programs**

The library promotes a reading community that appreciates and loves literature through a range of activities and events including:

- The selection of quality young adult fiction and its organisation into accessible themes;
- The integration of literature units into the broader curriculum, such as historical fiction in Humanities, Jewish literature in Jewish Studies, picture books in Art, and Visual Literacy activities;
- Visiting authors, book talks and writers workshops;
- The development of recommended reading lists for each year level and specific interest areas;
- An extensive adult fiction collection which supports developing readers.

### **Library Displays and Exhibitions**

- Student work, including projects, paintings, sculptures, models, posters.
- Materials in support of MYP Approaches to Learning.
- Special events and celebrations.

# Core Subject Descriptions Year 10

### **Aims**

The broad aims of English at Year 10 are to develop the students' skills in line with the requirements of the IBO's Middle Year Program and the Australian Curriculum:

- Develop and extend skills developed in previous years;
- Encourage love of literature from set texts and wide reading;
- Introduce skills that will be developed in VCE, especially in the area of reasoning and essay writing.

More specifically, Year 10 English aims to:

- Extend students' vocabulary and language skills through reading and writing and discussion;
- Encourage students to communicate feelings, observations and information effectively both in writing and orally;
- Teach students to use writing as a tool for critical and creative thinking and the development of increasingly complex ideas;
- Encourage students to present and justify their opinions coherently in both written and oral English;
- Encourage students to use a wider range of styles and modes of writing for different purposes and audiences;
- Encourage students to use the conventions of English correctly;
- Encourage students to read, listen and to view with enjoyment, discrimination and comprehension a wide range of texts – visual and written;
- Encourage students to read, understand and synthesise a wide range of information;
- Teach students to critically evaluate viewpoints of others, both written and oral;
- Teach students to use language for personal and imaginative purposes;
- Set goals for students' own language development;
- Develop word processing skills.

### **Content**

The key areas covered include:

- Literature – 3 texts per year from a range of titles;
- Comprehension and discussion;
- Argument Appraisal;
- Poetry;
- Wide Reading – goals set by students and teachers;
- Essay Writing – creative, personal, argumentative, narrative, imaginative;
- Media Analysis – film, newspapers, multimedia presentations;
- Oral Work – speeches, poems, informal, cooperative learning.

### **Enrichment Activities**

- Encouragement for Debating, Literature Festival, Book Club
- English Week Excursions to Theatre visiting artists
- Essay/Poetry Competitions
- Formal speeches – Baron Snider Public Speaking Competition

## English as an Additional Language (EAL)

(Core for New Arrivals)

### Faculty: English

EAL classes and/or tutorials are offered to all students whose first language is not English, and to students from non-English speaking backgrounds who need extra language help. These classes are provided on a needs basis with students able to gain assistance with all language-based school work.

### Aim

- To assist students to gain competency in all areas of the English language including reading, writing, speaking and listening.

### Content

- Spoken language skills including pronunciation, grammar, vocabulary and listening skills.
- Reading practice and skills including reading comprehension based on extracts from literature, and newspaper or magazine articles.
- Vocabulary development.
- Written language skills including writing in the different genres of persuasive/argumentative, personal/imaginative, factual/informative, and instructional writing. Lessons also cover punctuation skills.
- Formal grammar lessons tailored to students' individual needs, covering sentence structure, parts of speech, irregular verbs, and other grammatical features of the English language.
- The teaching of spelling rules and individual spelling lists.
- Computer competency, specifically targeting software programs such as *Word* and *PowerPoint*, which are utilised in other subject areas.

### VCE

Students who have been in Australia for fewer than seven years qualify for VCE EAL English in place of mainstream VCE English. Recent arrivals may also qualify for additional reading and/or writing time in exams and/or SACs. The extent of this is assessed on an individual basis.

## Hebrew

Year 10 (Core)

Faculty: Jewish Studies

Hebrew is compulsory for all students in Year 10. Students elect to do VCE Units 1 & 2, VET CERT 2 in Applied Languages (Hebrew) or are in a support class with an individualised program.

*Students who intend to complete Certificate II and III in Applied Languages (Hebrew) should consult the VET schedule at the back of this book.*

## Hebrew

Year 10 (Core)

### Certificate II in Applied Language (Hebrew)

#### Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate II in Applied Language (Hebrew) will provide you with basic practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with post-beginner Hebrew Language Skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct simple everyday conversations, locate places of interest, and understand basic grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information on familiar and basic matters.

#### Qualification Levels

A Graduate of **Certificate II in Applied Language (Hebrew)** will be able to:

*Demonstrate basic operational knowledge in a moderate range of areas* through the application of basic communicative skills to meet immediate needs and handle brief exchanges.

*Apply a defined range of skills* to interact in a simple ways with others.

*Apply known solutions to a limited range of predictable problems* through the selection of appropriate words, phrases and gestures, from a limited repertoire, when engaged in social functions in familiar contexts.

*Perform a range of tasks where choice between a limited range of options is required* through engaging in simple transactions such as shopping and banking.

*Assess and record information from varied sources* through the application of basic reading, writing, speaking and listening skills relevant to the situation.

*Take limited responsibility for own outputs in work and learning* through active participation and willingness to seek assistance and guidance as required to develop intercultural knowledge.

The Certificate II in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 and A2.

## **Units of Competency**

- Conduct basic oral communication for social purposes in Hebrew
- Conduct basic workplace oral communication in Hebrew
- Read and write basic documents for social purposes in Hebrew
- Read and write basic workplace documents in Hebrew

## **Location of Course**

The Certificate II course will take place as part of the normal timetable at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course.

## **Jewish Studies Compulsory Subject**

The Certificate II in Applied Language (Hebrew) fulfils the requirement of a compulsory Jewish Studies subject.

## **Credit in the VCE**

Students who complete Certificate II in Applied Language (Hebrew) will be eligible for two units' credit towards their VCE Certificate.

## **ATAR Contribution**

Students who complete the Certificate II can continue on to the Certificate III in Applied Languages which may contribute to the ATAR as a 10% increment, (10% of the student's lowest scaled result of the primary four VCE subjects). Please check the Victorian Curriculum Assessment Authority's website for further information.

<http://www.vcaa.vic.edu.au> - Select VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

## **Duplication of Studies**

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

# Hebrew 1/2

## Rationale

The areas of study for Hebrew comprise themes and topics, grammar, text types, vocabulary and kinds of writing. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

## Unit 1

For this unit students are required to demonstrate achievement of three outcomes:

- Establish and maintain a spoken or written exchange related to personal areas of experience.
- Listen to, read and obtain information from written and spoken texts.
- Produce a personal response to a text focusing on real or imaginary experience.

## Unit 2

For this unit students are required to demonstrate achievement of three outcomes:

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in written or spoken form.

## Entry

There are no prerequisites for Units 1/2.

## Methods of Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The emphasis of this course is the development of essential knowledge and skills relevant to the discipline of History, as set by the Australian Curriculum and in line with MYP criteria.

### **Aims**

- Develop an understanding and knowledge of historical conflicts in the 20<sup>th</sup> Century Australia and in the modern world.
- Develop skills in:
  - Document Study
  - Oral Interviewing
  - Research
  - Note Taking
  - Essay Writing
  - Oral Presentation
  - Visual Analysis

### **History Content**

- The World between the Wars in the 20s and the 30s
- World War II
- Australia and the World Since 1945 – Cold War Overview, Post-Cold War
- The Sixties – a particular focus on popular culture and civil rights
- Political Concepts will be taught during the course of studying History

### **Assessment Activities**

Assessment activities are based on clear MYP criteria. Tasks include:

- Oral Presentations
- Document Work
- Essays
- Tests (Exams)
- Visual Analysis
- PowerPoint Presentations
- Research Reports

### **Further Study**

VCE History (Units 1 – 4)

International Studies (Units 3 – 4)

### **Enrichment Activities**

Films/Videos:

“Cinderella Man”

“Mississippi Burning”

This course incorporates the different disciplines of Jewish History, Tanach, Tashba and Israel Studies. The subject is taught five periods a week for the duration of the year.

## **Jewish History**

### **Aims**

The Jewish History component of the curriculum aims to develop students' pride in their Jewish identity through studying the history of the Jewish people. It is intended to impart to students an awareness and appreciation of the Jewish past and an understanding of Jewish life today. Students will be encouraged to develop; knowledge and understanding, inquiry, communicating and critical thinking skills using primary and secondary sources. The analysis and interpretation of texts and events are central to the course.

### **Content**

Holocaust Studies (Shoah Studies) is broken into three intensive units of study which explore the chronological history of the Shoah in relation to the following three themes:

- The social, economic and political factors that brought Hitler to power
- Individuals and groups affecting change within, and in reaction to, Nazi society
- The power of memory.

The study of "Night" by Elie Wiesel is compulsory.

Students visit the Jewish Holocaust Centre where they meet with survivors and also visit the Classic Cinema to study the film "*Run Boy Run*".

## **Tanach**

### **Aims**

The importance of studying Tanach is in its unique place as the foundation text of our religion, history and culture. The Tanach component of the curriculum aims at immersing students in the timeless issues in specific books within the Tanach. Students learn about characters' behaviours, values and the ethics which have shaped Jewish life throughout the centuries and learn about themselves and their responsibilities as members of the community. They learn the narratives that expose them to major personalities and nation-forming events affecting the Jewish people. Emphasis is placed on exploring different interpretations of the text through understanding the mepharshim (Rabbinic commentaries) and the art of questioning the text. Through engaging with the text students increase their acquisition of analysis and critical thinking skills necessary to understand and appreciate the richness and relevance of the Tanach.

### **Content**

Megillat Esther

Parshat Bereishit

## Toshba

### Aims

Toshba is an acronym of the Hebrew words, “Torah she be’al Peh” which means the Oral Law. This term refers to the vast body of law and lore, which aims to apply the Written Law of the Bible to modern life. Toshba is concerned with the living tradition “Etz Chaim” which means “Tree of Life” of Judaism. The Toshba component of the curriculum is intended to acquaint students with the great texts of the oral tradition, to develop the skills in reading and analysing the Talmud, and to enable students to distil values and principles from the texts and to use their Jewish learning in developing their own perspective on important life issues. The units being studied centre around material that has been produced by the school. Extracts are taken from the oral tradition: Talmud, Midrash, Codes of Jewish Law, Rambam’s Mishneh Torah and Responsa which form the basis of students study of a range of bioethical dilemmas.

### Content

Jewish legal responses to modern dilemmas relating to bioethics, with specific reference to:

- Euthanasia
- Abortion
- Organ donation and independent research into a selected bioethical issue of their choice

## Israel Studies

### Aims

This unit is built upon different dimensions of contemporary life in Israel to enrich student’s experiences on the ‘Ulpan,’ Israel program. The unit encourages students to understand the connections between the past and present. The aim is for students to consider and determine for themselves the significance of the past in shaping aspects of contemporary Israeli society.

### Content

Independent workshops on the relevance of the past in contemporary Israel focusing on:

- Ancient connections to the land through Biblical texts and archeological evidence.
- The relevance of early Zionist Dreams.
- The significance of the Declaration of Independence and issues it raises for Israeli society today.
- The IDF and the changing image of the Jew in the world this century.
- The shadows of the Shoah on Israeli society today.

### Additional Information

Judaic Studies is a core subject in Year 10 providing an excellent foundation for the VCE subjects; Jewish History Units 1/2, Jewish Media Units 3/4 and Religion and Society.

**Faculty: Mathematics**

There are four Mathematics courses in Year 10. Each student takes one of these courses.

- One group of students, the acceleration group, does VCE Mathematical Methods Units 1/2.
- Year 10A - This is intended for students who want to study VCE Mathematical Methods in Year 11.
- Year 10 - This is intended for students who do not want to study VCE Mathematical Methods in Year 11.
- Foundation Mathematics Units 1/2 is offered as an alternative to Year 10A and Year 10 Mathematics for those who experience difficulty with more abstract (usually algebraic) concepts. The course provides students with an insight into the mathematics used in everyday life.

**Enrichment Programs/Activities/Co-Curricular Programs**

Formal Mathematics Learning is enhanced in many ways throughout the year:

- The Australian Maths Competition
- The Melbourne University Maths Competition
- The University of Canberra Maths Challenge and Enrichment Stages
- The Statewide Year 10 Mathematics Games Day

## Faculty: Mathematics

### Aims

The aims for Year 10 Mathematics are to enable students to:

- Develop mathematical skills and to apply them to appropriate situations;
- Develop technology skills;
- Revise and consolidate work taught in previous years and to introduce new areas of Mathematics leading to VCE Mathematical Methods and Further Mathematics, and;
- Develop an interest in, and a positive attitude in students towards Mathematics.

### Content

This course is divided into a number of topics from the Victorian Curriculum (which incorporates the Australian Curriculum): Number, Algebra, Measurement and Geometry and Statistics and Probability.

### Year 10

The Year 10 course includes the following:

- Number and Algebra: Money and financial mathematics; patterns and algebra and linear and non-linear relationships;
- Measurement and Geometry: Units of measurement; geometric reasoning, Pythagoras theorem and trigonometry;
- Statistics and Probability: Chance, data representation and interpretation.

### Year 10A

In addition to the above, the Year 10A course includes the following:

- Number and Algebra: surds, logarithms, parabolas, hyperbolas, circles and exponential functions;
- Measurement and Geometry: pyramids, cones and spheres; geometric reasoning; sine and cosine rule.

In Year 10 the TI CAS Calculator is used.

### Assessment and Reporting

Students must complete:

- Summaries of each topic;
- Analysis tasks and Application tasks;
- Topic tests;
- Level Exams each term;
- The MYP Criteria is reported on each semester.

### Further Study

The Year 10 course leads into General Mathematics Units 1/2 in Year 11.

The Year 10A course leads into Mathematical Methods Units 1/2 and Further Mathematics Units 3/4 (for more able students) in Year 11.

# VCE Foundation Mathematics Units 1/2 (Alternative to Year 10 and Year 10A)

## Faculty: Mathematics

### Aims

The aims for VCE Foundation Mathematics Units 1/2 are to:

- Enable students entering VCE to continue to develop mathematical skills to support their other subjects, including VET studies;
- Provide an alternative mathematics course for students who do not intend to undertake any other VCE Mathematics units.

### Content

In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, work and study. Students are encouraged to use appropriate technology in all areas of their study. There are four areas of study:

- Space, Shape and Design
- Patterns and Number
- Data
- Measurement

In each unit students are required to demonstrate achievement in three outcomes. Students should be able to:

- Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts;
- Apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate the results;
- Select and use technology to solve problems in practical contexts.

### Entry Requirements

Foundation Mathematics is a VCE Unit 1/2 Study especially designed for students who have great difficulty in mastering the more abstract aspects of Year 10 Mathematics. There are no prerequisites for entry but students should have completed Year 9 Mainstream Mathematics with sound number and CAS Calculator skills and the desire to succeed in the course.

### Method of Assessment

Satisfactory completion for a unit is based on a decision that the student has demonstrated achievement in each outcome. Levels of achievement are reported internally on an A+ to UG scale but these levels are not reported to VCAA.

Demonstration of Outcomes 1 and 2 is based on a selection from:

- Investigations and projects;
- Assignments, summaries or review notes;
- Tests of mathematical skills developed from investigations.

Outcome 3 is demonstrated on the student's performance on a selection of tasks incorporating the use of technology.

## Aims

The aims for the VCE Mathematical Method Units 1/2 are to:

- Build strongly on the foundation of Year 10A Mathematics;
- Prepare students for the Mathematical Methods Units 3/4;
- To provide a subject that is part of a three-year continuum in Mathematics.

## Content

Units 1/2 consist of four areas of study:

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

Within each unit, material is presented in a way that encourages a balanced and progressive development of skills with connections between the areas.

## Satisfactory Completion

In each of Units 1 and 2, students are required to demonstrate achievement in three Outcomes. On the completion of each unit, the student should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures;
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics;
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

## Entry Requirements

Mathematics is a cumulative study. Usually to achieve a high level of success in this Year 10 acceleration stream, the student should have obtained a grade of B or more in the Year 10 coursework done in Year 9 and a grade of A+ in the final exam.

## Method of Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement in each outcome. Levels of achievement are reported internally on an A+ to UG scale but these levels are not reported to VCAA.

Demonstration of Outcomes 1 and 2 is based on a selection of tasks from:

- Assignments, tests and summaries or review notes.

Demonstration of Outcome 3 is based on a selection of:

- Projects, short written responses and problem solving or modelling tasks.

Through the International Baccalaureate Middle Years Programme (MYP), the Physical Education Program contributes to the development of the student's physical, intellectual, emotional and social maturity. The program also incorporates the Australian Curriculum foci of teamwork, leadership and collaboration.

### Aims

We aim to cultivate a positive approach to physical activity and towards a healthy lifestyle for students, via the following objectives:

- To improve or maintain the student's personal fitness levels and provide them with guidelines to maintain the same;
- To further develop basic skills and coordination through a variety of activities;
- To consolidate guidelines and ground rules for the development of team play and sportsmanship;
- To provide the students with a wide range of experiences in a variety of sports and recreational activities;
- To appreciate and acknowledge the differences between students and cater for these through a variety of teaching practices and activities;
- By evaluating and assessing student progress through task based activities, observation and comparisons with gender/age norms;
- Linking in with the School's Sport programme.

### Content

Practical units will be completed in the following:

- Athletics
- Dance
- Fitness Training
- Minor Games
- Netball
- Soccer
- Soft Lacrosse

### Structure of Courses

Students are involved in three periods of PE every fortnight throughout the year. Sport is held on a Wednesday afternoon for two periods.

**Aims**

- To provide students with opportunities to study science in a social and technological context.
- To create a cooperative class environment, helping students learn the importance of group work.
- To encourage students to keep organised notes and records.
- To continue the development of students' laboratory and analytical skills.
- To meet the needs of students going on to VCE sciences and by providing a sound basis for future study in Biology, Chemistry and Physics.
- To continue to engage those students not continuing on with VCE sciences, by providing an interesting 'hands-on' approach to science which enables students to appreciate its relevance in everyday life.

**Semester 1****Chemistry: Atomic Structure, Ionic Bonds, Precipitation**

Topics include:

- Review atomic structure;
- Electron configuration;
- Ionic compounds;
- Introduction to types of reactions – focusing on precipitation reactions;
- Balancing equations (word equations).

**Physics: Motion**

Topics include:

- Measuring Motion;
- Newton's Laws of Motion.

As well as addressing the MYP Sciences objectives, Science at Mount Scopus also endeavours to address the Australian Curriculum. In the Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. The overarching ideas frame the development of concepts in the Science Understanding strand, support key aspects of the Science Inquiry Skills strand and contribute to developing students' appreciation of the nature of science. The six overarching ideas that frame the Australian Curriculum: Science are:

- Patterns, order and organisation;
- Form and function;
- Stability and change;
- Scale and measurement;
- Matter and energy;
- Systems.

Australian Curriculum Science is grouped under three strands. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The first strand, Science Understanding, is knowledge based content. As suggested in the ACARA document, the Science Inquiry Skills and Science as a Human Endeavour strands are described across a two year band. By covering most of the necessary content through Year 9 and 10, we cover all levels in these strands.

## Semester 2

Two units from the three units below:

### **Biology: Genetics and Evolution**

- Mitosis and meiosis
- Chromosomes, genes
- Dominant and recessive traits
- Monohybrid crosses
- Pedigrees
- Evolution

### **Physics: Energy**

- Energy types and transfers
- Renewable energy

### **Earth and Space Science: The Universe**

- Galaxies
- Stars
- Solar systems
- Big Bang theory

### **Further Study**

VCE Biology, Chemistry, Physics, Environmental Science

### **Enrichment Activities**

Australian Schools Science Competition, essay competitions, Science Week activities, guest speakers.

**Aims**

- Challenge the student body through physical individual and team activities.
- Provide a program designed to cater for the students' physical needs.
- Develop social and communication skills.
- Provide students with an organised program that will give them a worthwhile and structured alternative to their academic studies.
- Provide a program that will positively impact upon the student's health and wellbeing and therefore directly improve their ability to concentrate while studying.
- Experience the inherent beliefs of being a member of a team.
- Experience the responsibilities associated with being a member of a team.
- Present students with the opportunity to represent their school.
- Develop camaraderie between students and schools within the Eastern Independent Schools of Melbourne (EISM) sporting association.

**Content**

EISM sports available to students for Terms 1 – 3:

Badminton (Boys and Girls) Basketball (Boys and Girls) Cricket (Boys and Girls) Football (Boys and Girls) Hockey (Boys and Girls) Indoor Soccer (Boys) Indoor Cricket (Girls) Netball (Girls)	Soccer (Boys and Girls) Softball (Boys and Girls) Table Tennis (Boys and Girls) Tennis (Boys and Girls) Touch Rugby (Girls) Ultimate Frisbee (Girls) Volleyball (Boys and Girls)
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Alternate activities available to students who are not selected in EISM teams:

Competitive Activities Ten Pin Bowling Rock Climbing Lawn Bowls Golf Lessons	Personal Trainer sessions Ice Skating Fencing Swimming Weights Room Walking Fitness Squash
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**Structure of Program**

Students are involved in two compulsory periods of Sport each week. At the start of each term they are expected to "try out" for one of the eight EISM sports on offer. Those students who do not make the training squads for each sport are then given the opportunity to choose one of the alternatives available.

## General and Exploratory Electives

At Year 10, students complete two elective subjects per semester. There are two different types of electives available; general electives and exploratory electives. Students are able to choose a mixture of them.

Exploratory electives are effectively Units 1 and 2 VCE Studies without the official enrolment or title. This means that a student who completes an exploratory elective such as Biology in Year 10 can go straight into VCE Units 3 and 4 Biology in Year 11 having studied material relevant to the successful completion of the Unit 3 and 4 courses.

The rest of the electives come under the heading “General Electives”. These electives provide students with a taste of a subject and enable the student to go on and study that subject in Year 11 if they wish, but only at a VCE Unit 1 and 2 level. For example, if a student chooses the general elective French in Year 10, they then go on to complete Units 1 and 2 French in Year 10, they then go on to complete Units 1 and 2 French in Year 11 and finally Units 3 and 4 French in Year 12.

# General Electives

This elective adopts a predominantly hands-on approach in the creation of paintings, drawings, sculpture and aesthetics. Research of selected artists/art forms underpins all student investigations. Students work through the creative cycle by investigating, creating and reflecting. This work is recorded in the developmental workbook. Student research and investigations are driven by statements of inquiry such as “Artists use of public spaces to communicate about contemporary culture”.

The course provides students with technical experience and develops skills in a variety of visual forms that will lay the foundation for Visual Arts VCE subjects.

### **Aims**

- To encourage interest in visual arts for all students, regardless of background, gender and ability.
- To create a vehicle for students to express their ideas, experiences and feelings in visual format.
- To encourage risk taking and experimentation in creative process.
- To reinforce the application of technical skills and design in the context of art.
- Develop an awareness of form and composition, both two-dimensionally and three-dimensionally.
- To appreciate and interpret the ideas and messages expressed in traditional and contemporary art forms.
- To become familiar with and use artistic language.
- To meet the needs of students going on to Visual Arts studies including VCE Art, Studio Arts, Media, Visual Communication Design by providing a sound basis for future study in the Visual Arts.

### **Topics**

- Street Art - study street art and public art. Create stencil paintings/art installations.
- Surrealism - study Surrealist artists and utilise their techniques to create a drawing/etching.
- Painting - study Photorealism and learn oil painting techniques to create a Realist painting.
- Installation art- creating temporary sculptures using the natural environment.
- Analysis and interpretation of artworks. Investigation of Surrealism, Kandinsky, Realism, Abstraction.

### **For example students may:**

- Create an art installation for a public space;
- Create a stencil painting;
- Create an oil painted portrait;
- Create a drawing which explores the concept of metamorphosis (change) and uses Surrealist artwork as inspiration;
- Create a temporary installation using the natural environment.

### **Enrichment**

- Mount Scopus Photography Competition.
- Excursions.
- Exhibitions of art work, including Mid-Year Exhibition.
- Creating art works for the broader College environment.
- Students are also encouraged to enter community exhibitions and competitions.

## **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

## **Visual Arts and the Australian Curriculum**

The MYP Arts marries well with the Australian Curriculum strands of Making and Responding as artist and audience. The MYP Criteria A “Developing Skills” and C “Thinking Creatively” link perfectly with the Australian Curriculum content “Exploring ideas and improvising with ways to represent ideas”. Criterion A of the MYP “Knowing and Understanding” largely covers the Australian Curriculum content “Developing understanding of practices”. Criterion D of the MYP “Responding” deals with the Australian Curriculum content of “Responding to and interpreting artworks”. The Australian Curriculum content includes “Sharing artworks through performance, presentation or display” and, as teachers of the MYP Arts, we recognise the value of display and celebrate our students achievements through school exhibitions as well as participating in exhibitions and competitions in the wider community.

## **Further Study**

VCE Art, Studio Art, Visual Communication Design and Media.

This course teaches the core knowledge of basic SLR camera craft, digital imaging and current digital manipulation software. The approach is predominately hands on and exploratory, while research of contemporary photographers forms a springboard for image generation. Students work through the creative cycle by investigating, creating and reflecting. Student research is driven by essential questions such as “What skills are specific to photography?”, “In what ways do photographers use the natural or man-made world for inspiration?” “What can I create in response to personal ideas or feelings?” or “Can I create an image to specifically communicate with others?”

### **Aims**

- To encourage interest in visual arts for all students, regardless of background, gender and ability;
- To create a vehicle for students to express their ideas, experiences and feelings in visual format;
- To encourage risk taking and experimentation in the creative process;
- To reinforce the application of technical skills and design in the context of photography;
- Develop an awareness of photographic composition;
- To appreciate and interpret the ideas and messages expressed in photographs;
- To become familiar with and use photographic language;
- To meet the needs of students going on to Visual Arts studies including VCE Art, Studio Arts, Visual Communication and Design and Media by providing a sound basis for future study in the Visual Arts.

### **Topics**

- Digital SLR camera operation.
- Composition, rule of thirds, depth of field.
- Exposure – Shutter speed, ISO, Aperture.
- Light painting
- Creative approaches to photography including collage and mixed media.
- Use of PhotoShop software to edit and enhance images.

### **For example students may:**

- Create a folio of images reflecting different compositional devices and camera settings;
- Use the green room to create a still photographic image showing techniques of light painting;
- Create a photographic artwork which incorporates collage and mixed media;
- Investigate a range of photographic styles/genres and create a series of images based on the theme of reflections.

### **Enrichment**

- Mount Scopus photography competition.
- Excursions.
- Exhibitions of art work.
- Creating art works for the broader College environment e.g. murals, artistic support for College productions, posters. Jewish Life related arts activities.
- Students are also encouraged to enter community exhibitions and competitions.

## **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

## **Visual Arts and the Australian Curriculum**

The MYP Arts marries well with the Australian Curriculum strands of Making and Responding as artist and audience. The MYP Criteria A “Developing Skills” and C “Thinking Creatively” link perfectly with the Australian Curriculum content “Exploring ideas and improvising with ways to represent ideas”. Criterion A of the MYP “Knowing and Understanding” largely covers the Australian Curriculum content “Developing understanding of practices”. Criterion D of the MYP “Responding” deals with the Australian Curriculum content of “Responding to and interpreting artworks”. The Australian Curriculum content includes “Sharing artworks through performance, presentation or display” and, as teachers of the MYP Arts, we recognise the value of display and celebrate our students achievements through school exhibitions as well as participating in exhibitions and competitions in the wider community.

## **Further Study**

This course leads on to Year 11 Visual Art, Media, Visual Communication Design and Year 12 Art, Studio Art, Media and Visual Communication Design.

# Visual Communication Architecture and Interior Design      Year 10 (Elective)

## Faculty: Design and Technology

The Design and Technology subject enable students to become skilful problem solvers through the design cycle. They achieve this by being trained to appreciate the role of Design in everyday life and society and responding critically and resourcefully to real life challenges. The subject draws upon student creativity and ingenuity by applying skills to create and evaluate products or solutions to problems. This course is interactive and as required in industry applies an extensive range of technologies to produce final work.

### Aims

To encourage and enable students to:

- Develop an appreciation of the significance of Design for life, society and the environment;
- Apply skills in investigating materials, media and processes;
- Use knowledge, skills and model making enhancement techniques to create products/solutions of appropriate quality;
- Develop problem solving skills, critical and creative thinking skills through the application of the MYP Design Cycle;
- Use and apply model making and drawing skill, media and processes effectively as a means of solving problems, and;
- To meet the needs of students going on to Visual Arts studies including VCE Art, Studio Arts, Media Visual Communication Design by providing a sound basis for future study in the Visual Arts.

### Topics:

- Designing a small property
- Learning three dimensional drawing techniques (Isometric, Planometric, one and two point perspective drawing)
- Architectural conventions
- Interior and exterior model making

### Enrichment

- Student led exhibitions
- Curriculum related excursions
- Co-curricular activities for different learning abilities

### Assessment and Reporting

Clear MYP Design criteria will be applied to closely guide the assessment of skills in inquiry planning, designing, constructing and evaluating the end product.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

The Design subject enable students to become skilful problem solvers through the design cycle. They achieve this by being trained to appreciate the role of Design in everyday life and society and responding critically and resourcefully to real life challenges. The subjects draw upon student creativity and ingenuity by applying skills to create and evaluate products or solutions to problems. This course is interactive and as required in industry applies an extensive range of technologies to produce final work.

### **Aims**

To encourage and enable students to:

- Develop an appreciation of the significance of Design (specifically robots) for life, society and the environment;
- Apply Robotics as a design tool in investigating systems;
- Use knowledge, skills and problem solving techniques to create products/solutions of appropriate quality;
- Develop problem-solving, critical and creative-thinking skills through the application of the MYP Design Cycle;
- Develop group working skills.

### **Topics**

- Components of a robotic system.
- Robots in our lives.
- Introduction programming structures using RoboMind.
- Using the Lego Mindstorms and NXT system to build and program simple robots.
- Gears and other simple machines.
- Using robots as a data collection tool.
- Programming the humanoid robot NAO.

### **Enrichment**

- Preparing for, and possible entry into, the RoboCup robot soccer competition.
- Curriculum-related excursions.
- Investigation using robots as tools.

### **Assessment and Reporting**

- Students will use RoboMind software to program a virtual robot to perform set tasks.
- Students will design/build/program simple robotic devices to perform required tasks.
- Students will research a robotic device and prepare a brief report.

Clear MYP Design criteria will be applied to closely guide the assessment of skills in inquiry planning, designing, constructing and evaluating the end-product. Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

"If I have seen further it is by standing on the shoulders of Giants." Isaac Newton, 1675.

Year 10 Science-ology is a historical journey through the scientific breakthroughs that have shaped our understanding of the world around us. Discoveries in the areas of Electricity, Atomic Theory and Astronomy and have strongly influenced how we live and what we think. These topics explore the worlds of the very small and the very large.

The course is based on a series of challenging student-paced investigations (with extensions), requiring active engagement, hands-on practical work, and the use of ICT simulators. This elective is *not* designed as an alternative to Year 10 Science which remains the course that develops the knowledge and skills for VCE Physics and Chemistry.

### **Aims**

To provide students with the opportunity to:

- Investigate areas of scientific interest;
- Independently build their own scientific knowledge and skills;
- Gain an appreciation of the historical context of scientific discovery.

### **Topics**

- Electricity and Electronics: the history and developments of electricity and its application in modern electronics;
- Atomic Theory: the historical development of the model of atomic theory and its limitations;
- Astronomy: the history of distance scale and models of the solar system and the contributions of the ancient Greek astronomers.

### **Assessment and Reporting**

Assessment and Reporting is in the context of MYP Science Criteria and depends on the extent to which the student has:

- Actively participated in the course;
- Successfully applied scientific and mathematics skills;
- Developed their scientific knowledge and understanding;
- Designed and analysed scientific investigations;
- Reflected on the impacts of scientific discovery.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

In this unit a number of practical and research investigations will be conducted in different disciplines within the scientific field such as investigating classic biotechnologies by making wine, beer and more. Another major discipline investigated in this course is genetic engineering, genetic testing and gene therapy.

### **Aims**

- To examine the structure and function of the micro-organism's yeast.
- To look at the important classic technologies in relation to their structure and function, e.g. in making ginger beer and bread.
- To investigate the process of wine making.
- To study and carry out fermentation reactions using grapes.
- To test the quality of the laboratory-made wine, against the commercial wines for pH, sugar level and alcohol content as well as clarity etc.
- Acid base titration to determine acidity of wine.
- To look at the structure and function of DNA and its various manipulations.
- To study the genetic code and applications including the techniques and social implications of genetic engineering.
- To investigate the importance of genetic testing and gene therapy.

### **Topics**

- Yeast structure and function and reproduction.
- Fermentation using yeast and leaveners.
- Use of fermentation in making ginger beer and bread.
- Testing the laboratory made wine against the commercial wines.
- Wine making and its history.
- Investigating the processes of making Kosher wine.
- Other technologies and making yogurt in the laboratory.
- DNA and the various gene manipulations.
- Genetic testing and gene therapy.

### **Enrichment**

- Excursions to Carlton United Brewery and Gene Technology Centre.
- Incursion 'Kosher Wine' specialist.
- Tutorials for different learning abilities.

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

Practical skills and experimental design;

Research;

Quizzes and tests;

Oral presentations in a variety of formats;

Application and analytical skills.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

This elective combines theoretical knowledge along with a practical emphasis to highlight the core concepts taught. The areas of study provide students with active and engaging activities which will lay the foundation and skills to take them up to VCE.

### **Aims**

- Give the students an appreciation of human movement including a basic understanding of anatomy, physiology and body mechanics.
- Develop each student's understanding of physical/health related fitness, and the important role it has in enabling them to maximise their potential
- Provide learning experiences which would encourage students to become active and ongoing participants as self-directed learners.
- Meet the needs of students going on to VCE Physical Education by providing a sound basis for future studies in Physical Education.

### **Perceived Future Pathways and Employment Opportunity**

- Recent profiles of sports and health promoted by the media may lead to the perception of good future employment opportunities in this industry.
- Physical Education is seen as a pathway to work in the growing sport/health industry such as Sports Management, Sports Marketing and Sports Psychology. It is no longer restricted to the career of just being a Physical Education teacher.
- Students who are interested in Physical Education could continue further education in a variety of Bachelor of Applied Science in Human Movement and associated areas of study in university.
- This study also provides a greater opportunity for those students who want to become a Fitness/Personal Trainer or move into areas of exercise physiology/skill acquisition/biomechanics at sporting clubs eg, AFL, Cricket, Soccer etc.

### **Perception of its Relevance**

- Students like the practical aspects of this study and like to learn about their body and how it functions under different conditions.
- Student who undertake this study are very much self-driven.
- Some students perceive PE as a good science type of subject with practical and hands-on activities.

### **So Why Should You Consider This Course?**

- Sports Science presents a sound framework for students to explore challenging and enjoyable sporting experiences and involves them in an array of roles.
- Sports Science will consider issues such as inclusion, cross curricular learning, citizenship and lifelong learning through sport.
- Sport Science uses real world examples of roles and responsibilities that maximises the linkages to wider learning and encourage critical awareness of social issues and responsibilities.
- Sport Science allows students to acquire and develop skills as well as selecting and applying skills, tactics and compositional ideas.
- Sport Science allows students to evaluate and improve performance.
- Sport Science gives students knowledge and understanding about fitness and health
- Sport Science enhances leadership skills of the individual

## **Topics**

- Skeletal system
- Muscular system
- Circulatory system
- Respiratory system
- Biomechanics – Part 1
- Skill acquisition – Part 1

## **Enrichment**

- Topic specific videos/DVD's
- Speakers
- Visits to Sport Science/Training Facilities

## **Assessment and Reporting**

Assessment will be conducted following a similar format to VCE Physical Education to prepare students planning to undertake the course at VCE level. Clear MYP criteria will be applied to closely guide the assessment of:

- Tests
- Laboratory reports
- Data analysis
- Written reports
- Case study analysis

Assessment tasks will be part of the regular teaching and learning programme and will be mainly completed in class time.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

Students who enjoy the topics covered can also elect to choose Sports Science in Semester 2 as different topics will be covered.

This elective combines theoretical knowledge along with a practical emphasis to highlight the core concepts taught. The areas of study provide students with active and engaging activities which will lay the foundation and skills to take them up to VCE.

### Aims

- Give students an ongoing appreciation of human movement including a basic understanding of key cardio respiratory and scientific methods of preparing the athlete.
- Develop an understanding of hypokinetic factors which impact on human performance.
- Develop an understanding and ability to apply conceptual knowledge in a manner which would maximise an individual's sporting performance.

### Perceived Future Pathways and Employment Opportunity

- Recent profiles of sports and health promoted by the media may lead to the perception of good future employment opportunities in this industry.
- Physical Education is seen as a pathway to work in the growing sport/health industry such as Sports Management, Sports Marketing and Sports Psychology. It is no longer restricted to the career of just being a Physical Education teacher.
- Students who are interested in Physical Education could continue further education in a variety of Bachelor of Applied Science in Human Movement and associated areas of study in university.
- This study also provides a greater opportunity for those students who want to become a Fitness/Personal Trainer or move into areas of exercise physiology/skill acquisition/biomechanics at sporting clubs eg, AFL, Cricket, Soccer etc.

### Perception of its Relevance

- Students like the practical aspects of this study and like to learn about their body and how it functions under different conditions.
- Student who undertake this study are very much self-driven.
- Some students perceive PE as a good science type of subject with practical and hands-on activities

### So Why Should You Consider This Course

- Sports Science presents a sound framework for students to explore challenging and enjoyable sporting experiences and involves them in an array of roles.
- Sports Science will consider issues such as inclusion, cross curricular learning, citizenship and lifelong learning through sport.
- Sport Science uses real world examples of roles and responsibilities that maximises the linkages to wider learning and encourage critical awareness of social issues and responsibilities.
- Sport Science allows students to acquire and develop skills as well as selecting and applying skills, tactics and compositional ideas.
- Sport Science allows students to evaluate and improve performance.
- Sport Science gives students knowledge and understanding about fitness and health.
- Sport Science enhances leadership skills of the individual.

### Topics

- Skill acquisition – Part 2
- Energy systems
- The Role of the Coach
- Coaching Styles
- Biomechanics – Part 2
- Leadership skills

## **Enrichment**

- Topic specific videos/DVD's
- Speakers
- Visit to Sport Science/Training Facilities

## **Assessment and Reporting**

Assessment will be conducted following a similar format to VCE Physical Education to prepare students planning to undertake the course at VCE level. Clear MYP criteria will be applied to closely guide the assessment of:

- Tests
- Laboratory reports
- Data analysis
- Written reports
- Case study analysis

Assessment tasks will be part of the regular teaching and learning programme and will be mainly completed in class time.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

This elective is available to all students regardless of dance experience. The course will consist largely of practical exercises; however it will have a theoretical component in order to develop knowledge to assist in the study of VCE Units 1 and 2 in Year 11.

### **Aims**

- Develop skills in dance technique, composition and performance.
- Provide a sound foundation for VCE Dance.
- Encourage students to use dance as an alternative means through which to express ideas, emotions and themes.
- Develop skills with which to analyse dance work of self and others.
- Provide a forum for students who learn kinesthetically to develop their skills of expression.
- Provide an enjoyable form of exercise which is accessible to all students.

### **Topics**

#### **Dance Perspectives**

This area of study will include:

- Aspects of dance design, including expressive intention, form and movement;
- Vocabulary in own and selected dance works; and
- Expressive use of physical skills and body actions.

#### **Dance technique**

This area of study will include:

- The safe execution of physical skills, including the use of balance, transference and taking of weight, flexibility, coordination, control and stamina;
- The execution of body actions, including a range of each type of movement involving gesture, locomotion, elevation, falling and turning; and
- Personal movement vocabulary developed through improvisation.

#### **Dance composition and performance**

This area of study will include:

- structured improvisation using given frameworks;
- structuring of dance with a beginning, development and resolution; and
- the expressive use of physical skills and body actions.

Units covered:

- Safe dance
- Musical theatre
- Dance Industry

### **Enrichment**

- College Musical Dance Training
- College Musical

## **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Written reports
- Short tests
- Individual performances
- Group performances
- Improvisation skills

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

## **Australian Curriculum**

In Year 10, learning in Dance involves students making and responding to dance, independently and in small groups, and with their teachers and communities. They explore dance as an art form through choreography, performance and appreciation. As they make and respond to dance, students explore meaning and interpretation, they evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform. Students understand that safe dance practices underlie all experiences in the study of dance in accordance with the Australian Curriculum.

This course teaches a variety of dramatic and theatrical skills. In addition, students are exposed to many genres of theatre and review their strengths within their historical contexts. Students are able to re-enact elements from these genres, as well as explore theatrical design elements. Students may elect to express their knowledge of varying conventions and styles through elements of design including set, costume, sound, digital media, lighting and dramaturgical briefs. Students will further work in small groups to present ensemble pieces. This is a preparatory course for VCE Theatre Studies Units 1/2 in Year 11.

### **Aims**

Prepare students for Units 1/2 VCE Drama and Units 3/4 Theatre Studies:

- Consolidate earlier learning in key areas such as improvisation, script and character development, acting theory and history, non-naturalism and performance styles.
- Note how designers work in conjunction with others to create theatre.
- Encourage students to continue the development of expressive and creative skills.
- Learn how to illustrate and document varying elements of design.
- Develop leadership and collaborative skills.
- Develop skills of critical analysis and evaluation.
- Develop acting skills and use of dramatic and theatrical language.

### **Topics**

- Pre-modern Theatrical styles
- Non-Naturalism
- Contemporary Drama Practice
- Design Basics
- Drama Methods – Stanislavski, Artaud, Brecht
- Creative experimentation
- Regular performance

### **Enrichment**

- Drama Excursions
- Students will note and observe recordings of professional productions
- Visiting Artists/Specialist Training
- College Musical
- Senior Play
- Drama showings

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Drama techniques and skills as shown through performance;
- Understanding of various theatrical styles and conventions as shown through theory and performance;
- Creation of drama works;
- Creation of design elements;
- Analysis of own and others drama works.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills. Assessment tasks will draw on key elements of the VCE, allowing students to experience activities and outcomes similar those required at the VCE level.

## **Australian Curriculum**

In Year 10, students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform in accordance with the Australian Curriculum.

## **Pathways**

Students who enjoy this elective class can continue their study of theatre and drama, in Drama Production and Design B. This best prepares students to complete the VCE Theatre Studies. Students may further develop the acting, directing, or design skills as they progress across the units.

## **Drama Production and Design B: Semester 2**

**Faculty : Performing Arts**

**Year 10 (Elective)**

This course teaches a variety of dramatic and theatrical skills. In addition, students are exposed to many genres of theatre and review their strengths within their historical contexts. Students are able to re-enact elements from these genres, as well as explore theatrical design elements. Students may elect to express their knowledge of varying conventions and styles through elements of design including set, costume, sound, digital media, lighting and dramaturgical briefs. Students will further work in small groups to present ensemble pieces. This is a preparatory course for VCE Theatre Studies Units 1-2 in Year 11.

### **Aims**

Prepare students for Units 1/2 VCE Drama and Units 3/4 Theatre Studies:

- Consolidate earlier learning in key areas such as improvisation, script and character development, acting theory and history, non-naturalism and performance styles.
- Note how designers work in conjunction with others to create theatre.
- Encourage student to continue the development of expressive and creative skills.
- Learn how to illustrate and document varying elements of design.
- Learn to read play scripts to consider dramatic design.
- Develop leadership and collaborative skills.
- Develop skills of critical analysis and evaluation.
- Develop acting skills and use of dramatic and theatrical language.

### **Topics**

Students will read and study a number of play scripts with respect to their social and political context and select an element of design in addition to acting, in which they will present, documenting their work in a progressive folio.

- Play script reading
- Contemporary Drama Practice
- Design Basics
- Folio Design
- Creative experimentation
- Regular performance

### **Enrichment**

- Drama Excursions
- Students will note and observe recordings of professional productions
- Visiting Artists / Specialist Training
- College Musical
- Senior Play
- Drama showings

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Drama techniques and skills as shown through performance.
- Understanding of various theatrical styles and conventions as shown through theory and performance.
- Creation of drama works
- Creation of design elements
- Analysis of own and others drama works.

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills. Assessment tasks will draw on key elements of the VCE, allowing students to experience activities and outcomes similar those required at the VCE level.

### **Australian Curriculum**

In Year 10, students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform in accordance with the Australian Curriculum.

### **Pathways**

This best prepares students to complete the VCE Theatre Studies. Students may further develop the acting, directing, or design skills as they progress across the units.

**Faculty: Performing Arts**

Music study at Year 10 level not only aims to prepare students for further VCE Music study should they wish to do so, but also allows each student to follow an individual program of music study, constructed in consultation with the class music teacher. Students at Year 10 must be having lessons on their chosen instrument as a prerequisite to enter this elective.

**Aims**

To further develop skills in the following areas:

- Instrumental technique
- Ensemble or solo performance
- Aural comprehension
- Understanding of theory
- Composition skills
- Music history and contexts
- Musical styles
- Music analysis

**Topics**

- Composition
- Performance
- The Blues
- Jazz
- Film music composition
- Careers in music
- Musicianship

**Enrichment**

- Performances at College music events
- Participation in College music ensembles
- Opportunities to undertake external music examinations

**Assessment and Reporting**

Clear MYP criteria will be applied to closely guide in the assessment of:

- Music techniques and skills as shown through performance.
- Understanding of various musical styles and conventions and shown through theory and performance.
- Creation of existing or original music works
- Analysis of own and others work.

Reports will reflect student performance in terms of the MYP set criteria and recommended approaches for the improvement and refinement of musical skills.

This elective is an extension of the Semester 1 Music elective and aims to further prepare students for VCE Music study. Units of study are based on VCE Unit 1. It also allows each student to follow an individual program of music study constructed in consultation with the class music teacher. Students at Year 10 must be having lessons on their chosen instrument as a prerequisite to enter this elective. Students may undertake this elective without completing the Music elective in Semester 1.

### **Aims**

To further develop skills in the following areas:

- Instrumental performance technique
- Group or solo performance
- Aural comprehension
- Music theory
- Music analysis
- Music composition
- Music improvisation

### **Topics**

- Performance and Performance technique
- Musicianship – Aural and Theory
- Composition and Improvisation

### **Enrichment**

- Performances at College music events
- Participation in College music ensembles
- Opportunities to undertake external music examinations

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide in the assessment of:

- Music techniques and skills as shown through performance.
- Understanding of various musical styles and conventions and shown through theory and performance.
- Creation of existing or original music works.
- Analysis of own and others work.

Reports will reflect student performance in terms of the MYP set criteria and recommended approaches for the improvement and refinement of musical skills.

# Literature A – Exploring Human Experience Through Literary Texts

Faculty: English Year 10 (Elective)

This unit focuses on the way that literary texts represent human experience, while encouraging students to deepen their understanding of the textual material. Students will be responding to a range of texts personally, critically and creatively.

## Aims

- Develop an enjoyment of literature through reading widely, imaginatively, critically and independently.
- Gain an understanding of the depth and breadth of human experience.
- Extend their understanding of the different ways literary texts are constructed.
- Reflect on their interpretations and evaluate other interpretations.
- Develop the capacity to write confident analytical and creative responses to texts.

## Topics

### Developing literary skills through the study of plays, films, poems, novels

- Ways text represents human experience.
- Reading practices that contribute to the ability to interpret and hypothesise.
- Aspects of society, ideas and behaviour that texts appear to support or question.
- Approaches to developing both critical and creative responses.
- The way the text represents ideas and concerns.
- Techniques for creating specific effects, for example the style of language, the presentation of settings, and characterisations.

## Enrichment

- Curriculum-related excursions
- Guest speakers
- Writing competitions

## Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of the following protocols:

- Class outcomes and exams
- Oral assessment
- Analytical and creative responses

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

# Literature B – Exploring Creative and Critical Responses to Texts

Faculty: English Year 10 (Elective)

This area of study focuses on the interrelation between the text, readers and their social and cultural contexts. Students reflect upon their own background and experience in developing their responses to textual interpretations.

## Aims

- Develop an enjoyment of literature through reading widely, imaginatively, critically and independently.
- Gain an understanding of the depth and breadth of human experience.
- Extend their understanding of the different ways literary texts are constructed.
- Reflect on their interpretations and evaluate other interpretations.
- Develop the capacity to write confident analytical and creative responses to texts.

## Topics

### Developing literary skills through the study of plays, films, poems, novels

- Ways text represents human experience.
- Reading practices that contribute to the ability to interpret and hypothesise.
- Aspects of society, ideas and behaviour that texts appear to support or question.
- Approaches to developing both critical and creative response.
- The way the text represents ideas and concerns.
- Techniques for creating specific effects, for example the style of language, the presentation of settings, and characterisations.

## Enrichment

- Curriculum-related excursions
- Guest speakers
- Writing competitions

## Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of the following protocols:

- Class outcomes and exams
- Oral assessment
- Analytical and creative responses

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

### Faculty: English

This course is specifically designed for students who need additional assistance to strengthen and refine their literacy skills, before they attempt Year 11 and 12 Units 1 to 4. It must be taken in conjunction with mainstream English and cannot replace it. Generally, selected students are offered a place in Literacy Skills after consultation with their Year 9 English teacher, the student, parents, the Head of English and the Director of Student Services.

Year 10 Literacy Skills integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

It includes the following areas of the English study:

- Examining the structures, features and conventions of different oral and written work-related texts;
- Focusing on the process of planning, drafting, editing and proofreading, with particular emphasis on the conventions of spelling, punctuation and syntax;
- Developing strategies for using the technologies to explore, record, process and present ideas and information;
- Exploring strategies and techniques for reading and interpreting different texts;
- Exploring techniques for constructing a written analysis of an argument and for presenting a reasoned point of view;
- Learning the strategies necessary to access that information, and to evaluate and synthesis to communicate for a given purpose and audience.

At this stage, learners' knowledge of French is quite developed and this course will challenge them to use their French daily and with greater control and application. This course will continue to develop students' French skills in line with the Australian curriculum and will lay the foundation for VCE 1 and 2.

### Aims

- To allow students to explore French in more depth.
- To expand the students vocabulary and experiment with different modes of communication such as collaborative performance, group discussions and interactive conversations.
- To allow learners to become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use.
- To communicate and interact: to access and exchange information, to express feelings and opinions.
- To create, interpret and analyse a wider range of texts and experiences.
- To train students how to use French more fluently, with a greater degree of self-correction and repair.
- To demonstrate understanding of language variation and change.
- To show how intercultural experience, technology, media and globalisation influence forms of communication.
- To develop a strong understanding of the relationship between language, culture and identity.
- To explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving.
- To allow students to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

### Broad Areas of Study

This curriculum is in line with the Australian Curriculum: Languages that focus on the strands of 'Communicating' (Socialising, Informing, Creating, Translating and Reflecting) and 'Understanding' (Systems of language, Language variation and change, Role of language and culture).

In 'Understanding', the curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of understanding other people in the world, and to understand more about themselves in the process. In 'Communicating', the five language macro skills are developed: Listening, Speaking, Reading, Writing and Visual Interpretation.

### Topics

The topics to be studied relate to the lives of students. Examples of what they will study are:

- Family
- Health
- Tourism and Travel
- Education and Aspirations
- Leisure activities
- Entertainment
- The world of work
- The environment
- Comparison of lifestyles
- Social issues
- Personal opinions

## **Assessment and Reporting**

Clear criteria will be applied to closely guide the assessment of:

- Comprehending spoken and visual text;
- Comprehending written and visual text;
- Communicating in response to spoken, written and visual text;
- Using language in spoken and written form.

## Aims

Chinese at this level aims to enable students to understand Chinese, expressions and vocabulary relevant to their personal and school life. The focus is on communicative language. Aspects of the Chinese culture and modern lifestyle of China are incorporated into the course to encourage increased cultural awareness and to stimulate the students' interest in studying Chinese.

Chinese is identified as one of the priority languages to be taught in Australian schools by the Federal Government to develop Asia Literacy for the national interest.

## Learning Outcomes

At the conclusion of the course students will:

- Understand:
  - The systems and characteristics of the Chinese language and its culture;
  - How Chinese changes with the context of formal and informal situations as well as the traditional and modern context of Chinese culture; and
  - The relationship between the Chinese language, culture and identity.
- Know:
  - the processes of learning Chinese;
  - the use of grammatical constructions including linking constructions;
  - the correct stroke technique when writing script;
  - that different greetings exist in the formal and informal context;
  - the correct use of interrogatives;
  - the difference between present and past tenses;
  - the use and formation of the past tense in Chinese;
  - the use of thematic vocabulary;
  - the differences that exist in formal and informal Chinese interactions;
  - the differences that exist between the daily routines in China and Australia; and
  - the differences and similarities which exist between everyday life in China and Australia.
- Be able to:
  - describe their feelings;
  - ask questions informally and formally;
  - describe activities;
  - exchange experiences and opinions, thoughts and feelings;
  - make plans and take actions with others;
  - process and interpret information in a range of spoken and written texts;
  - apply knowledge of grammar in various texts;
  - respond and give expression to real and imaginative experiences through letters, emails, short reports, role plays; and
  - develop a perspective towards the everyday life of China.

## Further Study

Year 10 Chinese would lead on to VCE Units 1/2 Chinese when oral/written communication will be consolidated and further developed. In the future, Chinese may be able to be taken up to Year 12 VCE Units 3/4.

## **Topics**

The topics to be studied relate to the lives of students. Examples of what they will study are:

- Home, Furniture and Meals
- Weather and Seasons
- Going to see a Doctor
- Public Facility
- My Friend
- My School
- Social issues
- Personal opinions

## **Assessment and Reporting**

Clear MYP Language B criteria will be applied to closely guide the assessment of:

- Comprehending spoken and visual text;
- Comprehending written and visual text;
- Communicating in response to spoken, written and visual text;
- Using language in spoken and written form.

This elective involves students developing skills and knowledge to become an informed global citizen who cares about the environment and human wellbeing. It is designed to develop students' Geographical skills in line with IB and the Australian Curriculum.

### **Aims**

To ensure that students develop:

- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.
- A deep geographical knowledge of their own locality, Australia, Asia-Pacific region, the World.
- The ability to think geographically using geographical concepts.
- Competent, critical and creative use of geographical inquiry methods and skills.
- As informed, responsible and active citizens who can contribute to the development of an environmentally sustainable, economically resilient and socially just world.
- Their understanding of **the key concepts** - place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at local to global locations.

### **Key Inquiry Questions**

- How can spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldwide views influence decisions on how to manage environmental and social change?

### **Topics**

**The semester will be divided into two units.**

- Environmental Change and Management which focuses on investigating environmental geography through an in-depth study of a specific environment, e.g. land, inland water, coast, marine or urban. Students will investigate a specific environment and environmental change in Australia and one other country. Students will look at the causes and consequences of the change and strategies to manage the change. Sustainability is the major concept.
- Geographies of human wellbeing investigate the concept and measures of human wellbeing and the causes of the global differences in these measures. Students also investigate programs to reduce the differences in human wellbeing. Distinctive aspects of human wellbeing are investigated using studies of Australia, India and other countries.

### **Enrichment**

- Fieldwork for both topics
- Geography projects and presentations

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Research Projects
- Fieldwork
- Class Activities

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

# Introduction to Intellectual Property Law

## Tweets, Downloads, Innovation and Fashion Labels

Faculty: Humanities

Year 10 (Elective)

This elective provides students with the fundamentals of Intellectual Property Law\*.

It relates to daily issues in students lives such as sharing photos on Facebook, tweeting comments, downloading music and creating apps. It also relates to great inventions and innovations that have changed the world. During the course of the semester students will explore and discuss topics such as rights, ethics, piracy, infringement, plagiarism and privacy; they will be introduced to interesting and controversial relevant case law, and will learn what they are allowed and not allowed to copy/publish/communicate/print.

*\*Intellectual Property refers to creations of the mind such as inventions, literary and artistic works and designs. Intellectual Property is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. The foundation of intellectual property law is the incentive to creators, the advancement of the general public through progression of knowledge, technology and by enriching the conception and allocation of a wide selection of works and inventions.*

### Aims

- Introducing students to the fundamentals, rationales and complexity of Intellectual Property Law.
- Providing a sound foundation for understanding legal issues relating to the “online world” and social media.
- Developing skills of critical and creative thinking.
- Developing an analytical approach to legal problem solving.
- Promoting a sense of appreciation for creativity, originality and innovation.
- Encouraging interest in innovation, science and technology.
- Encouraging development of creative skills.

### Topics

- Introduction to Law
- Fundamentals of Intellectual Property
- Is the Internet a real place?
- Online law – downloads, uploads, tweets and cyberbullying
- Copyright – Harry Potter, selfies and Mashups
- Patents, innovations and inventions that change lives
- Trademarks, logos and counterfeiting
- Designs

### Further Study

This elective will provide an excellent introduction for students who are interested in further studies in law, business, science, multimedia, technology, art or design.

### Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of:

- Research projects
- Critical and creative thinking
- Presentations
- Class activities

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

This elective adopts an interactive approach to learning the history of the Holocaust from the perspective of films, novels, newspapers, documentaries and survivor testimonies. This elective complements Holocaust Studies which is taught as a core unit of Year 10 Judaic Studies. No prior knowledge is required.

### **Aims**

- To provide students with an extensive and in-depth knowledge of the Shoah.
- To deepen students' understanding of the complexities of issues relating to the Shoah and how it is remembered.
- To encourage interest in listening to the testimonies of survivors.
- To enable students to critically analyse media that deals with the Shoah.
- To encourage students to attend Holocaust commemorations in the wider Jewish community and explore the many resources available in our community.
- To deepen students' understanding of how this event affects our community today.

### **Topics**

#### **Topic 1: Nazi Propaganda during the Third Reich**

- Joseph Goebbels – the Power of Propaganda
- Children's literature during the 1930's/Indoctrination in the German schools
- Hitler Youth movements

#### **Topic 2: Commemorating the Holocaust**

- Choosing a memorial day 27 Nissan/ 27 January/Tisha B'av
- How should we remember this event?
- How do we remember this event?
- Holocaust commemorations in Australia
- Holocaust memorials – Australia/Europe/Israel/United States

#### **Topic 3: Holocaust Films/documentaries/literature**

- Der Ewige Jude
- Europa, Europa
- The Wave
- Address Unknown
- The Last Days
- Escape from Sobibor
- Life is Beautiful
- The Wrong Boy

#### **Topic 4: Contemporary Issues Regarding the Holocaust**

- Is fiction appropriate when studying the Holocaust
- Ethics of how we remember

### **Enrichment**

- Involvement in school and communal commemorations
- Curriculum-related excursions
- Good preparation for March of the Living trip to Poland

### **Assessment and Reporting**

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

### **Aims**

Israel Studies is taught in Year 10 so that students develop their knowledge of current affairs in modern Israel. As well as giving students a firm basis for identification with Israel, it is expected that they will develop background for understanding the causes and effects of current events in Israel.

### **Content**

The course will look at Israel from a number of perspectives:

- The land of Israel, its borders, regions and settlement.
- The security of Israel, the main dangers to the State, relations with Arabs both inside and outside of Israel.
- The people of Israel ethnic groupings, social fabric and problems such as tensions between religious and non-religious sections of society and the absorption of immigrants.
- Israeli political life, the constitution, political parties and their background and policies, the nature of Israeli democracy, the relationship between religion and politics.
- The Middle East Peace Process, the main issues involved, the variety of opinions and debates taking place inside and outside Israel.
- The history of Israel post Oslo Peace Talks.

Students are expected to develop the following:

- Research skills
- Document analysis
- Interpretation of videos, cartoons, maps and posters
- Essay writing
- Note taking
- Map analysis
- Information skills

Students are expected to learn by researching a number of set assignments. They are expected to use videos, books, periodicals, CDs, current news broadcasts, Encyclopaedia maps.

### **Additional Information**

Studying this subject is excellent preparation for any VCE Humanities course.

There are many examples of students performing acts of *tzedakah* and *chesed* towards their peers, community and nation. However, often when students are asked to participate in these activities they are not sure why they need to participate. Furthermore, sometimes well-intentioned charity initiatives may not be helping the needy in the best way possible due to a lack of knowledge about international development. A graduate of this elective will be knowledgeable in both the reasons why Jewish law commands us to engage in acts of justice, and best practice policy when it comes to implementing policy for effective long term social enhancement.

Ultimately, this elective aims to bring students one step closer to fulfilling the goal of the IB which is to “develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help create a better and more peaceful world”.

### **Aims**

- To provide students with a knowledge of characters in the Tanach who have fought for justice.
- To explore cases of injustice in our world today.
- To take action against inequality, discrimination and prejudice because: “Injustice anywhere is a threat to justice everywhere.” – MLK Jnr.

### **Topics**

#### **Topic 1: Our ancestors who fought for Justice in the Tanach**

- Noah – “Righteous in his generation”
- Abraham – “**Shall not the Judge** of all the earth **deal** justly?”
- The prophets Micha, Isaiah and Amos – Speaking truth to power

#### **Topic 2: Interpreting Justice for Today’s world**

- Political Justice: Liberals Vs Conservatives
- Economic Justice: taxation
- Social Justice: Homelessness and Poverty
- Civic Justice: Racism and Prejudice

#### **Topic 3: Performing acts of social justice in our community**

- What is the best way to make a difference? Good Aid Vs Good Intentions
- Practical Change project

### **Enrichment**

- Involvement in the social action projects within the school community.
- Awareness raising of justice issues through social media and in school publications.

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of the following protocols:

- Knowing and understanding
- Investigating
- Communicating
- Thinking critically

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

## **MYP Area of Interaction: Community and Service**

*How do we live in relation to each other?*

*How can I contribute to the community?*

*How can I help others?*

At some point during the semester students will need to hold an event to raise money for an issue of concern to them. Two weeks of the course will then be devoted to the students forming a committee and deciding which charities are most deserving on the funds they have raised based on Halacha, best practice aid delivery and their own moral compass.

This unit is designed to give an introductory understanding of the elements of film which will allow students to gain an insight into the way the media industry operates and affects our daily lives, both creatively and subconsciously. Students will begin to think and practice as filmmakers and will increase their own personal media awareness. Theory is balanced with practical experience to consolidate learning. Students will engage closely in the semiotics of cinema and film studies, focusing on deconstructing existing cinema products in relation to their cultural and creative impact. They undertake a study on genre, analysing relevant codes and conventions that meet audience expectations. Students also analyse how media works are appropriated for particular audiences in particular contexts at the time of creation, and how adaptations are consumed and received by audiences at different times. This unit enables students to establish confidence in all theoretical and practical skills required to successfully pursue VCE Media Studies.

### **Aims**

- To provide learning experiences that engage students in different learning styles.
- To encourage interest in Media in all students, regardless of background, gender and ability.
- To develop production skills in a variety of media and to enhance students' analytical skills.
- To meet the needs of students who may choose to pursue VCE Media.

### **Topics**

#### **Topic 1: Codes and Conventions**

- Elements of filmmaking: camera, acting, mise en scene, editing, lighting, sound
- Analysis of the film *Pleasantville*
- The three stages:
  - Pre-production skills: researching, scripting, storyboarding story-boarding, technical preparation
  - Production skills: camera handling, sound and lighting set-ups
  - Post-production: video editing software, digital sound editing, computer generated effects

#### **Topic 2: Adaptation and Appropriation**

- Media appropriation and *The Office*
- Analysis of a fairytale: from Grimms brothers to Disney
- Stop motion animation of a fairytale for a modern audience

#### **For example students may:**

- Create a short horror movie
- Create movie posters

### **Enrichment**

- Mount Scopus Photography Competition
- Excursions
- Exhibitions of visual art work, including Mid-Year Exhibition
- Creating art works for the broader College environment e.g. murals, artistic support for College productions, posters. Jewish Life related arts activities.
- Students are also encouraged to enter community exhibitions and competitions.
- Tutorials for different learning software.

## **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

## **Visual Arts and the Australian Curriculum**

The MYP Arts marries well with the Australian Curriculum strands of Making and Responding as artist and audience. The MYP Criteria A “Developing Skills” and C “Thinking Creatively” link perfectly with the Australian Curriculum content “Exploring ideas and improvising with ways to represent ideas”. Criterion A of the MYP “Knowing and Understanding” largely covers the Australian Curriculum content “Developing understanding of practices”. Criterion D of the MYP “Responding” deals with the Australian Curriculum content of “Responding to and interpreting artworks”. The Australian Curriculum content includes “Sharing artworks through performance, presentation or display” and, as teachers of the MYP Arts, we recognise the value of display and celebrate our students achievements through school exhibitions as well as participating in exhibitions and competitions in the wider community.

## **Further Study**

VCE Media, Art, Studio Art and Visual Communication

# **Talmudic Texts, Twists and Tales**

**Year 10 (Elective)**

**Faculty: Jewish Studies**

An introduction to Judaism's great intellectual tradition: the Talmud.

## **Aims**

To introduce students to the stimulating, compelling and sometimes zany world of the Talmud.

## **Skills**

At the completion of this unit students will be able to:

- Recognise a page of Talmud;
- Identify the salient characteristics of the page;
- Begin to acquire the language skills needed for independent study;
- Appreciate the range of subjects, and important concepts, that the Talmud deals with;
- Understand selected passages (sugiyot) of Talmud; and
- Have a sense of the unique structure and style of the Talmudic process.

## **Content**

This course will work on two parallel tracks at once – the technical and the conceptual. We will spend time learning the textual skills needed to unlock the Talmud text itself, thereby helping students lay the foundation for independent Talmud study. In addition, we will explore core Talmudic passages that are extremely important, and sometimes quite startling, in understanding how Rabbinic Judaism understands the place of humanity.

## **Further Study**

This elective will provide an excellent introduction for students planning to undertake studies in either Texts and Traditions or Religion and Society for VCE.

This elective adopts a predominantly hands-on approach in having the students individually develop and produce a product or service for sale. During the course of the semester, students will be actively involved in making decisions and implementing processes to produce, market, finance and evaluate the success of their product or service. The course lays the foundation for VCE Unit 1/2 Business Management and is a valuable introduction to Units 1 to 4 Accounting, Legal Studies and Units 3/4 Business Management.

### **Aims**

To encourage and enable students to:

- Examine the viability of a small business idea.
- Research and become familiar with a small business product or service.
- Produce a product or service to offer for sale to a target audience.
- Develop a marketing plan.
- Use a range of measures of business performance.
- Meet the needs of students going on to VCE Business Management and Accounting by providing a sound basis for future studies.

### **Topics**

The students will run their own business by:

- Developing their own business idea.
- Researching the business idea.
- Producing a product or service for sale.
- Marketing the product or service.
- Evaluating the success of their own business.

### **Enrichment**

- Australian Business Week (ABW)
  - Computer simulation
- Direct contact with business people
- ASX Schools Sharemarket Game

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Research projects
- Business report
- PowerPoint presentation
- Class activities

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

This elective will allow students to study some of the exciting events in history, and investigate the way these events are portrayed by the film and television industry. History has so many wonderful and engaging stories, and many valuable insights, and there is no room in any mainstream curriculum for all of these. This elective will provide an opportunity to explore these.

### Aims

- To foster and encourage an interest and passion in history, and enable students to develop a broader historical knowledge (than it is possible to provide due to the time constraints of a standard curriculum).
- To provide students with an in-depth knowledge of particular historic episodes and time frames.
- To enable students to critically evaluate the viewpoints of others, and to analyse media that deals with these histories.
- To encourage student's understanding of how these histories affect our role in society and as part of a wider global community today.
- To develop and extend skills in writing, analysis and historiography.
- To further skills of students who may choose to pursue VCE History.
- To further historical awareness and experiences of those students who have a love for history but are unable to pursue it through VCE because of time or subject choice demands.
- To encourage students to present and justify their opinions coherently in written, oral and in the form of a media presentation.
- To provide learning experiences that engage students in different learning styles.

This elective provides students with experiences that will lay the foundation for VCE History Units 1/2. It will also provide students with some of the skills to take them up to VCE Units 3/4, if they so choose, and will provide a basic exploration of some basic concepts related to the study of media.

### Content

This elective is designed to explore important and engaging historical snapshots - episodes that have been turning points in world history. The course will explore these snapshots in a rigorous historical context, and then will go on to study how Hollywood has portrayed these events.

### Questions will be asked, such as:

- How accurate are these representations? What evidence can be used to make this judgement?
- How has Hollywood shaped our perspective on these events?
- What impact does this have on our understanding of the past?
- What responsibility do movie makers have to get it right?
- What is historiography?

The specific content is open every year to evaluation and exploration, but at this stage some of the histories considered include:

- Cambodia (and the movie *The Killing Fields*).
- The American Revolution (and the movie *The Patriot*).
- Scottish Independence (and the movie *Braveheart*).
- The experience of women in war (and the movie *Paradise Road*).
- British colonisation of America (and the movie *Pocahontas*)
- A history of Terrorism (and the movie *United 93*)

It is expected that over the course of a semester, at least 4 different histories will be explored.

## **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide assessment. In addition to formative assessment, It is expected that over the semester, at least four major summative assessment tasks will be undertaken.

The formats will be:

- Oral presentation or research report
- Analytical task
- Extended response
- Production of a movie trailer or scene and blurb

## **Further Study**

VCE Units 1/2 History

VCE Units 3/4 History

This elective provides students with an introduction to VCE Economics and Legal Studies. The course provides the students with stimulating exercises and experiences that will enable them to be better informed citizens in everyday life. It will also provide students with the essential skills to take them up to VCE Units 3/4, if they choose to do this in Year 11 or 12.

### **Aims**

To encourage and enable students:

- To understand the basic economic decisions a country makes about their resources.
- To understand the basis for these decisions and their impact, it is necessary to have an understanding of basic economic principles and concepts.
- To develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.
- To develop an understanding of the role of government in the economy.
- Understand the need for laws within our community.
- To understand the basic structure of our political and legal system in Australia.
- Develop an analytical approach to legal problem solving.
- To meet the needs of students going on to VCE Legal Studies and/or Economics by providing a sound basis for future study in Legal Studies and/or Economics.

### **Topics**

- Introduction to Law
- Parliament Structure
- Criminal Law and Civil Law
- Introduction to Economics
- Needs and Wants
- Relative Scarcity
- Opportunity Cost
- Federal Budget

### **Enrichment**

- Curriculum related excursion to the Victorian Parliament and the Magistrates' Court

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Research projects
- Court visit task
- Presentation on a legal topic
- Economics test
- Class activities

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

This elective will be a hands-on elective learning how to use Mathematica. Mathematica is a general-purpose mathematical software with a broad range of functionality which includes graphical, geometric (2-D and 3-D), numerical, symbolic, financial and statistics. It enables visualization and computation collaboratively.

### **Aims**

- To develop computational thinking in students.
- To learn how to program using the Wolfram Language.
- To explore the Mathematica programming environment.
- To develop a project using various features of Mathematica and the Wolfram Language at the end of the semester.

### **Topics**

- Graph and combinatorics theory
- History of Mathematica
- The Mathematica Environment
- Features of the Wolfram Language
- Programming using the Wolfram Language

### **Enrichment**

- Explore different applications developed using Mathematica
- Curriculum-related excursions

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Research
- Analyse, develop and build applications
- Presentation of project (written and oral)

Reports will describe student performance in terms of the MYP set criteria and recommended approaches for improvement and refinement of skills.

# Exploratory Electives

This elective adopts a predominantly hands-on approach in demonstrating and illustrating core principles and concepts in Biology. The course provides students with stimulating activities and experiences that will lay the foundation for VCE Units 1/2. It will also provide students with the essential skills to take them up to VCE Units 3/4, if they do so choose for Year 11.

### **Aims**

- To provide learning experiences that engage students in different learning styles.
- To encourage interest in Biology in all students, regardless of background, gender and ability.
- To reinforce the application of scientific skills in the context of Biology.
- To meet the needs of students going on to VCE Biology by providing a sound basis for future study in Biology.

### **Topics**

#### **Topic 1: Scientific Method**

- The importance of observation.
- Understanding the term hypotheses and applying this to real life situations.
- Understanding and identifying controls and variables.
- Understanding the steps to the scientific method and applying this to practical situations.
- Being critical to experiments used in Biology.

#### **Topic 2: Cells and their role in the internal environment**

- Why are cells different and how is this important in the role it plays?
- How do things move in and out of cells?
- How can our understanding of cells enable us to deduce the lifestyle of unknown creatures?
- How do products of cells help us cope with our surroundings?
- How do unicellular and multicellular organisms survive in such a diverse planet?

#### **Topic 3: Energy Transformations**

- Describe the need for energy.
- Define metabolism.
- Define ATP and describe its role.
- Describe photosynthesis – inputs and outputs.
- Describe cellular respiration – inputs and outputs.
- Describe energy flows in ecosystems – food chains and food webs.

### **Enrichment**

- Science competitions
- Curriculum-related excursions
- Science shows
- Tutorials for different learning abilities
- Research studentships

### **Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Practical skills and experimental design
- Research
- Quizzes and tests
- Oral presentations in a variety of formats
- Application and analytical skills

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

This elective adopts a predominantly hands-on approach in demonstrating and illustrating core principles and concepts in Biology. The course provides students with stimulating activities and experiences that will lay the foundation for VCE Units 1/2. It will also provide students with the essential skills to take them up to VCE Units 3/4, if they do so choose for Year 11.

**Aims**

- To provide learning experiences that engage students in different learning styles.
- To encourage interest in Biology in all students, regardless of background, gender and ability.
- To reinforce the application of scientific skills in the context of Biology.
- To meet the needs of students going on to VCE Biology by providing a sound basis for future study in Biology.

**Topics****Cell Reproduction and Molecular Genetics**

- Review parts of the eukaryotic cell.
- Describe the roles of the nucleus, ribosomes, endoplasmic reticulum, golgi body, chromosomes.
- Describe the structure and function of DNA.
- Describe the different types of cell division – binary fission and mitosis.
- Consider is DNA replication necessary.
- Consider the causes and results of gene mutation.
- Consider some of the types of gene technology.

**Enrichment**

- Science competitions
- Curriculum-related excursions
- Science shows
- Tutorials for different learning abilities
- Research studentships

**Assessment and Reporting**

Clear MYP criteria will be applied to closely guide the assessment of:

- Practical skills and experimental design
- Research
- Quizzes and tests
- Oral presentations in a variety of formats
- Application and analytical skills

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

## Humans Interacting with Natural Environments

Faculty : Science

This elective adopts a predominantly hands-on approach in demonstrating and illustrating core principles and concepts in Environmental Science. The course provides students with stimulating activities and experiences that will lay the foundation for VCE Units 1/2. It will also provide students with the essential skills to take them up to VCE Units 3/4, if they do so choose for Year 11.

### Aims

- To provide learning experiences that engage students in different learning styles.
- To encourage interest in Environmental Science in all students, regardless of background, gender and ability.
- To reinforce the application of scientific skills in the context of Environmental Science.
- To meet the needs of students going on to VCE Environmental Science by providing a sound basis for future study.

### Topics

#### Topic 1: How are Earth's systems connected?

- Examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere.
- Exploring the physical requirements for life in terms of inputs and outputs.
- Consider the effects of natural and human-induced changes in ecosystems.
- Investigate the physical environment and its components.
- Investigate the function of local ecosystems and the interactions that occur in and between ecological components over different timescales.
- Consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

#### Topic 2: How can pollution be managed?

- Explore the concept of pollution and its impacts on Earth.
- Examine the characteristics, measurement and management of pollution.
- Consider local and global pollution, including the enhanced greenhouse effect.

### Enrichment

- Science competitions
- Curriculum-related excursions
- Science shows
- Tutorials for different learning abilities
- Research studentships

### Assessment and Reporting

Clear MYP criteria will be applied to closely guide the assessment of:

- Practical skills and experimental design
- Research
- Quizzes and tests
- Oral presentations in a variety of formats
- Application and analytical skills

Reports will describe student performance in terms of the MYP set criteria, and recommend approaches for improvement and refinement of skills.

The study of Health and Human Development provides an opportunity for students to investigate health and human development across the lifespan. Students will develop the knowledge, skills, attitudes and values to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities.

### Aims

- To provide a conducive learning environment for students to develop as active and autonomous learners.
- To provide learning experiences that engage students in different learning styles.
- To meet the needs of students going on to VCE Health and Human Development by providing a sound basis for future study in Health and Human Development.

### Semester 1

- Understanding youth health and human development
- Youth health issues
- Nutrition

### Semester 2

- Prenatal health and individual development
- Child health and individual development
- Adult health and individual development
- Sexual health – intrinsically linked to the above three topics

### Topics

#### Topic 1: Health

- Characteristics of health and its physical, social and emotional dimensions.
- The nutrients required for optimal health and their food sources.
- The importance of nutrition in relation to diet related diseases.
- The health status of population groups, in Australia and globally.
- The range of health care services provided by government and non-government organisations.

#### Topic 2: Development

- Characteristics of development including, physical, social, emotional and intellectual development
- The changes in development for male and female youth that occur at puberty as a result of inherited and environmental influences.
- The lifespan perspective of development.

### Assessment and Reporting

Assessment will be conducted following a similar format to VCE Health and Human Development to prepare students planning to undertake the course at a VCE level. VCE assessment criteria will be applied to closely guide the assessment of:

- Case study analysis
- Written responses
- Research
- Quizzes and Tests
- Oral Presentations
- End of semester examination

Reports will describe student performance in terms of the VCE outcomes and set criteria, and recommend approaches for improvement and refinement of skills.

The study of Year 10 Psychology provides an opportunity for students to explore the varying aspects of human behaviour and the mind. Students will develop knowledge and skills to critically evaluate past research and conduct their own research.

### **Aims**

- Introduce students to the basic concept of Psychology and how it differs from other mental health studies.
- Recognise and appreciate the scientific nature of Psychology.
- Develop empirical research skills and the ability to write a scientific report.
- Understand the role that theory and theorists play in the progress of the study.
- Provide students with the opportunity to study Psychology using a range of learning styles.
- Provide students with a foundation in the study of Psychology in preparation for future study in Psychology.

This elective provides students with experiences that will lay the foundation for VCE Units 1/2. It will also provide students with some of the skills in Psychology Research Methods for those who elect to study Psychology VCE Units 3/4, in Year 11. Students may take one or both of the Year 10 Psychology electives.

### **Content**

- Introduction to Psychology
- Comparison of Psychology and Psychiatry
- Various fields of Psychology (including counselling, clinical, educational, forensic, sports, organisational and community Psychology)
- Scientific nature of Psychology (including Psychology report writing guidelines)

Any of the following:

- Developmental Psychology
- Social Psychology
- Forensic Psychology
- Brain and Behaviour

### **Assessment and Reporting**

Clear criteria will be applied to closely guide the assessment of:

- Empirical Research Activities
- Oral presentations
- Analysis tasks
- Scientific Poster

### **Further Study**

VCE Units 1/2 Psychology

VCE Units 3/4 Psychology

The study of Year 10 Psychology provides an opportunity for students to explore the varying aspects of human behaviour and the mind. Students will develop knowledge and skills to critically evaluate past research and conduct their own research.

### **Aims**

- Introduce students to the basic concept of Psychology and how it differs from other mental health studies.
- Recognise and appreciate the scientific nature of Psychology.
- Develop empirical research skills and the ability to write a scientific report.
- Understand the role that theory and theorists play in the progress of the study.
- Provide students with the opportunity to study Psychology using a range of learning styles.
- Provide students with a foundation in the study of Psychology in preparation for future study in Psychology.

This elective provides students with experiences that will lay the foundation for VCE Units 1 and 2. It will also provide students with some of the skills in Psychology Research Methods for those who elect to study Psychology VCE Units 3 and 4, in Year 11. Students may take one or both of the Year 10 Psychology electives.

### **Content**

- Introduction to Psychology
- Comparison of Psychology and Psychiatry
- Various fields of Psychology (including counselling, clinical, educational, forensic, sports, organisational and community Psychology)
- Scientific nature of Psychology (including Psychology report writing guidelines)

Any of the following:

- Sport Psychology
- Clinical Psychology
- Portrayal of specific mental health issues in the popular media

### **Assessment and Reporting**

Clear criteria will be applied to closely guide the assessment of:

- Empirical Research Activities
- Oral presentations
- Analysis tasks
- Poster

### **Further study**

VCE Units 1/2 Psychology

VCE Units 3/4 Psychology

# VET

# Electives

# VET Program Policy

## Purpose

The VET program is designed to assist students who choose to add into their VCE program subjects that relate to vocational education. These subjects may be provided within the Mount Scopus curriculum but are more usually available from external providers.

This policy sets out the process and policies for arranging and managing students to attend Vocational Educational Training (VET) programs on campuses that are not operated by Mount Scopus (called Vet Providers in this policy).

## Policy

### 1. Eligibility

Eligible students are identified by the following process:

- Parents and students are invited to discuss VET opportunities with the VET Coordinator.
- The VET Coordinator monitors VET Providers to identify courses for prospective students.
- After discussions with the student and assessment, the VET Coordinator will organise to facilitate viable programs.

### 2. Arranging the course

If a VET Provider is able to offer a VET course on a Wednesday afternoon and/or evening the Coordinator will arrange for the selected Vet Provider to deliver the course. The VET Coordinator will:

- Attend VET meetings with individual VET Providers to build College knowledge on program processes and potential opportunities for students.
- Liaise with the VET Providers to ensure a program meets the VCAA requirements and student needs.
- Collect expression of interest from prospective students.
- Arrange for a Memorandum of Understanding to be provided by the VET Provider.
- Advise the VET Provider of the prospective student.
- Liaise with the VASS Coordinator to ensure all students are enrolled on the VASS system. Liaise with the College's VCE Coordinator, School Timetabler and Careers Coordinator as required.

### 3. Student support

The VET Coordinator maintains regular contact with each VET Provider to:

- Coordinate transport arrangements in accordance with the policy set out below.
- Assist VET staff in the management of student behaviour.
- If a student misses classes, it is their responsibility to catch up on lectures or work missed by dealing directly with the VET Provider.
- A student must satisfactorily meet the requirements for all modules to attain a certificate for the subject. One of the requirements is 100% attendance. If an absence is short term and is supported by a medical certificate, the VET Provider will meet with the student to arrange a suitable time for the student to complete a missing module.

The student is responsible to ensure that administrative information given to them in class is passed on to the College's VET Coordinator. Examples of administrative information include class cancellations and changes to class times.

#### 4. Course Results

The VET Coordinator collects data on the student's results as input on the VASS system to contribute to their VCE results administered by VCAA.

#### 5. Work Placement

Where necessary, the VET Coordinator helps students gain work placements. In most cases this will occur during the school holidays. However if students are granted leave from the College to attend their selected place of work it is the student's responsibility to catch up on the subject matter from missed classes by arranging for classmates to provide a copy of their notes. On request class handouts will be made available for the student by the teacher.

Students are responsible for making their own arrangements to travel to and from their work placement.

#### 6. Duty of Care

The VET Provider has the responsibility for duty of care for a student while attending their courses. The employer has responsibility for duty of care for a work experience student.

#### 7. Transport

Attendance at VET Providers is timetabled by Mount Scopus for Wednesday afternoons. Transport is arranged for by the College to deliver students to Holmesglen and other VET Providers when the VET classes are blocked to fit into the school timetable on Wednesday afternoons.

All other transport is the student's responsibility.

#### 8. Fees

Families are charged with the fees incurred from VET Providers for providing courses to Mount Scopus students. The College manages claims for Government rebates for students attending the VET courses and will refund any rebates (excluding the administration fee), to parents.

#### 9. Contribution to the VCE

VET subjects contribute to a student's VCE in two different way.

- i. **Scored VET Subjects:** these are VET subjects which have SACs and a final exam. The subject score can factor in a student's ATAR as one of the top four results. They also contribute Units to a student's VCE Certificate. Examples of scored VET subjects are Catering Operations or Sport and Recreation
- ii. **Unscored VET subjects:** these are VET subjects which have assessments graded only as Satisfactory or Not Satisfactory. There is no final exam. These subjects can still contribute to a student's ATAR but only as a 10% increment which is calculate as 10% of the student's lowest result of the primary four VCE subjects. . They also contribute Units to a student's VCE Certificate. Examples of unscored VET subjects are Applied Languages – Hebrew and Applied Fashion and design.

Please check the Victorian Curriculum Assessment Authority's website for further information:

<http://www.vcaa.vic.edu.au/> Select VET and follow the prompts.

## Certificate II in Applied Language (Hebrew)

### Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate II in Applied Language (Hebrew) will provide you with basic practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with post-beginner Hebrew Language Skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct simple everyday conversations, locate places of interest, and understand basic grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information on familiar and basic matters.

### Qualification Levels

A Graduate of **Certificate II in Applied Language (Hebrew)** will be able to:

*Demonstrate basic operational knowledge in a moderate range of areas* through the application of basic communicative skills to meet immediate needs and handle brief exchanges.

*Apply a defined range of skills* to interact in a simple ways with others.

*Apply known solutions to a limited range of predictable problems* through the selection of appropriate words, phrases and gestures, from a limited repertoire, when engaged in social functions in familiar contexts.

*Perform a range of tasks where choice between a limited range of options is required* through engaging in simple transactions such as shopping and banking.

*Assess and record information from varied sources* through the application of basic reading, writing, speaking and listening skills relevant to the situation.

*Take limited responsibility for own outputs in work and learning* through active participation and willingness to seek assistance and guidance as required to develop intercultural knowledge.

The Certificate II in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 and A2.

### Units of Competency

- Conduct basic oral communication for social purposes in Hebrew.
- Conduct basic workplace oral communication in Hebrew.
- Read and write basic documents for social purposes in Hebrew.
- Read and write basic workplace documents in Hebrew.

## **Location of Course**

The Certificate II course will take place as part of the normal timetable at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course.

## **Jewish Studies Compulsory Subject**

The Certificate II in Applied Language (Hebrew) fulfils the requirement of a compulsory Jewish Studies subject.

## **Credit in the VCE**

Students who complete Certificate II in Applied Language (Hebrew) will be eligible for two units' credit towards their VCE Certificate.

## **ATAR Contribution**

Students who complete the Certificate II can continue on to the Certificate III in Applied Languages which may contribute to the ATAR as a 10% increment, (10% of the student's lowest result of the primary four VCE subjects).

Please check the Victorian Curriculum Assessment Authority's website for further information.

<http://www.vcaa.vic.edu.au> - Select VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

## **Duplication of Studies**

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

## **Other VET Choices**

In previous years individual students have chosen to enrol in VET subjects of their own choosing. Although the school will attempt to accommodate these individual educational programs there may be some unavoidable clash with their regular school timetable.

Please check the Victorian Curriculum Assessment Authority's website for further information.

<http://www.vcaa.vic.edu.au/>. Select VET and follow the prompts.

## **VET – off campus options**

The College facilitates the enrolment of students into off-campus VET institutions, primarily Holmesglen Institute. The VET courses run on a Wednesday afternoon.

There are many options available to students. Please click on the links below which will take you to the various providers and their offerings. We cannot guarantee a place in these options.

[Inner Metropolitan VET Cluster \(IMVC\) 2019 Handbook](#)

[Box Hill Institute 2019 VETiS subject list](#)

## **Holmesglen Institute**

Additionally, in previous years individual students have chosen to enrol in VET subjects without going through the College. Although the school will attempt to accommodate these individual educational programs there may be some unavoidable clash with their regular school timetable.