



**Melbourne High School
Languages & Electives
Information Handbook**

For students entering Year 10 in 2024

Introduction

Melbourne High School's curriculum is based on the expectation that its students will have the following:

- the ability and the desire to be challenged through a broad education
- a stimulating, supportive and competitive environment
- a rigorous programme directed to the development of students' knowledge and skills for further study
- a wide range of enrichment opportunities covering a variety of learning areas.

The School favours breadth of learning rather than acceleration programmes. This view is balanced with a pragmatic understanding that students must be given the opportunity to develop the necessary knowledge and skills in preparation for the VCE.

At Years 9 & 10, core subjects provide a solid foundation for students to pursue any VCE Units in Year 11. The year-long core subjects are: English, Mathematics, languages, Science, Personal Development, Physical Education & Health, while Economics & Business, Geography and History are *semester*-long core subjects. In addition, singing, assemblies and sport collectively offer additional opportunities to develop knowledge and skills.

As well, a selection of electives is available for Years 9 & 10 students. The term 'elective' does not imply that these subjects are of less significance than subjects in the core. In all respects, performance in the electives is considered equally with performance in core subjects. All electives, like core subjects, have assessment tasks, including end-of-semester examinations in many subjects.

The elective programme also occurs in a year where students have not yet begun their specialised VCE course. As a result, the School encourages students to choose electives that are not associated with career intentions and to avoid over-specialisation; rather, choices should be made based on enrichment and breadth. Melbourne High School reaffirms its position on offering a broad, varied, challenging and all-encompassing curriculum.

Elective Preferences

Students should use the following points as a guide to their elective preferences:

- In which areas should I further develop skills and knowledge to broaden my overall education?
- How best can I challenge my intellect?
- Does my total academic program in Years 9 and 10 offer me a wide range of enrichment opportunities covering a variety of learning areas?

Elective Allocations

In making final allocations of electives to students, the Student Learning Co-ordinators will consider the following:

- The number of students in each class
- The availability of resources (staff and room allocations)
- Whether selections have been submitted on time



Mr Paul Drew

Assistant Principal

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DESCRIPTION OF ELECTIVE UNITS

LANGUAGES – year-long subjects

As Year 9 level students, you will have taken a language either an advanced or beginner's level, depending on your progress and the number of student enrolments. In the four languages taught at Melbourne High School, strong emphasis is placed on cultural studies as well as developing linguistic competence. Year 9 students are required to continue the same language into Year 10.

MHS firmly endorses the study of languages as an integral part of our students' education. It increases communication skills and provides them with an appreciation of another culture as well as a heightened appreciation of their own. Learning a language helps develop skills in flexibility, problem solving and contributes to social cohesiveness. In our globalized world, languages also allow Australian students access to various post-school and job opportunities.

Speaking a foreign language improves the functionality of our brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. Students will improve their multitasking skills, memory, perceptive ability, decision-making skills as well as their English language skills, all of which are skills that are integral in the employment market.

Many international and national educational settings are looking for students who can show a breadth of knowledge, and the study of languages can play an integral role in this. Through learning languages, students will have access to numerous pathways into higher education and then into careers. Not only are individuals with language skills more employable, but they also open up opportunities to study or work overseas.

FRENCH

10LF

Contact – Mr M Lorient

The aims of the course are to:

- Further develop your language skills, that is, your ability to understand, speak, read and write in French
- Become acquainted with aspects of French culture, i.e. its history, geography, customs, music.
- Become aware of alternative customs and ways of thinking, in contrast with your own culture.

The integrated student book, workbook and online e-book provide students with the means to build upon what has been learned in class. To extend their learning in Years 9 and 10, students read short stories via print media, engage in new media via online platforms and engage in listening tasks through media files. Students also solidify their knowledge through interactive online activities using the e-book and Language Perfect.

Links to other subjects: VCE French, English, History, Geography, Computer Technology, Global Politics

Links to tertiary courses and employment: hospitality, tourism, international relations/law, education, foreign affairs

GERMAN**10LG****Contact – Ms F Neal**

Year 10 German is a second-year course within the school. Students are expected to have knowledge of the fundamentals in the four skill areas of reading, listening, speaking and writing. This course is essentially concerned with furthering knowledge and understanding of the four language skills, as well as broadening students' understanding of the culture of the German speaking world. Through learning German, second-language students have the chance to understand a language spoken by 100 million people in the world, gain a cultural and historical awareness, and have an edge into the largest economy in the European Union. Students will have regular access to authentic German texts and ICT facilities.

The German course includes regular language learning activities, incorporating reading, listening, writing and speaking tasks, as well as cultural enrichment projects.

Links to other subjects: VCE German, English, History, Geography, Science, Global Politics

Links to tertiary courses and employment: tourism, engineering, medicine, international relations/law, education, foreign affairs, arts, diplomacy.

INDONESIAN**10LN****Contact – Ms P Capon & Ms S Wantania**

Year 10 Indonesian builds on the skills in reading, writing, listening and speaking developed in Year 9. Students are made aware of Indonesian culture, such as history, geography, customs and food. In semester 1, topics include: sport, entertainment and the environment. In semester 2, topics include: ceremonies and festivals; exchanges; and medical facilities and holidays.

Indonesian will be approached through regular language structure exercises, reading, written tasks, and aural exercises.

As part of extension work, in Years 9 and 10, students will join the Victorian State-wide Competition for Oral, Written and Public Speaking.

Links to other subjects: VCE Indonesian, English, Geography, Computer Technology, Global Politics

Links to tertiary courses and employment: hospitality, tourism, international relations/law, education, foreign affairs

JAPANESE**10LJ****Contact - Ms Y Inaba & Mr M Fujino**

Year 10 Japanese course aims to consolidate and further develop students' languages skills and cultural awareness. A variety of vocabulary and grammar useful for authentic situations are studied whilst the linguistic knowledge leading to the VCE Japanese is developed. In addition to the prescribed textbook and activity book, teacher-prepared materials, including ICT based resources, may be used to supplement or extend the contents. The topics studied include:

- Leisure activities
- Daily routine
- Travelling in Japan
- Part-time jobs
- Future aspirations
- Living in Japan as an exchange student

- Japanese technology

Links to other subjects: VCE Japanese, English Language, History, Geography, Economics and Global Politics
Links to tertiary courses and employment: business studies, linguistics, international, law, international studies, tourism, foreign affairs, diplomacy

ARTS ELECTIVES: PERFORMING ARTS – semester-long subjects

DRAMA	10DR
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Contact – Ms K Simpson

The Year 10 Drama (Acting) is where students are able to play with performance, using invention, imagination and creativity. The course allows students to explore acting techniques and theatre styles to enable personal expression of ideas and issues and to develop skills in presenting to an audience.

It is designed to enable students to:

- Develop critical and creative thinking skills, work independently and collaboratively, use personal ideas, imagination, creativity, problem solving skills and their application in performance.
- Develop skills and refine techniques appropriate to the dramatic form
- Understand the role and purpose of drama across cultures and time through research and performance workshops.
- Constructively critique their own performance and the performance of others in order to refine performances.

Assessment:

- The performance and creation of improvised scenes and scripted drama. Performance of a Monologue. A research oral presentation in groups on Theatre Styles/Practitioners.

Links to VCE subjects: Theatre Studies, English Literature, History, Philosophy, Media, Art, Music.

Can lead to career paths in: arts, acting, directing, community arts, broadcasting/presenting, education, film, advertising and writing.

VCE THEATRE STUDIES UNITS 1 AND 2 – (2 Semesters)	10TS
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Contact – Ms K Simpson

****If this is chosen, you must obtain a signature of approval from Ms Simpson**

Unit 1 - Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2 - Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

MUSIC CRAFT

10UA

Contact – Mr G de Korte

Students who learn a musical instrument may select this subject. There is no other pre-requisite level for entry.

Aims:

Music Craft aims to help develop students' performance and general musicianship skills. It is designed to supplement instrumental lessons, to enhance performance and aural discrimination, increase knowledge of repertoire and further the understanding of theoretical concepts.

Skills:

- Students develop skills in music performance
- Students develop skills in critical, historical and contextual analysis of works and the effect on interpretation
- Students develop aural and theoretical skills to support their performance
- Students develop an understanding of the role of the performer in the interpretation of music

Assessment:

- A group or solo performance, including a class performance
- An aural and theoretical test
- An investigation report on a composer or a performer
- A presentation on the role of the performer, the analysis of style and contextual issues in the interpretation of music selected from their performance program

Links to other subjects: VCE Music Performance Units 1-4, Music Investigation Units 3 & 4, VCE Music Styles Units 1 – 4

FILM MUSIC AND COMPOSITION

10UM

Contact – Mr G de Korte

This course offers an examination of music in film and techniques of film scoring. Students will gain an understanding of the various compositional devices used in film music, explore the relationship between the art of cinema and the art of music and compose music in different styles to fit different images.

Aims:

Develop skills in composition, understand the ways music and image work together.

Skills:

Music composition, arrangement and recording techniques; critical investigation of film music and how it interacts with images; creation and development of musical ideas.

Assessment:

In-class visual and listening tests, investigation of a film composer, composition folio.

Links to other subjects: VCE music styles Units 1-4.

MUSIC TECHNOLOGY AND COMPOSITION

10UC

Contact – Mr G de Korte

Computers and other forms of technology are now essential tools for the composition, realisation and performance of music.

Aims:

Give students the theoretical and practical skills required to compose music in their chosen style(s); provide experience with computers, software, smart devices and mixing consoles; exposure to numerous musical aesthetics and composition techniques.

Assessment:

Group composition using smart devices and mixing consoles; composition for ensemble (including submission of a written score) or for computer/electronics (including beginner to intermediate level production techniques); exam covering music theory, technical skills and composition technique.

Links to other subjects: All VCE Music subjects require skills in composition and/or arrangement and a sound understanding of music theory. Theatre Studies students will benefit from the practical technical skills provided. Computer music editing skills are also transferrable to video editing in Media subjects.

VCE MUSIC PERFORMANCE UNITS 1 AND 2 – (2 Semesters)

10MP

Contact – Mr G de Korte

****If this is chosen, you must obtain a signature of approval from the Director of Music, Mr de Korte**

There are three Areas of Study: Performance, Performance Technique and Musicianship.

Students perform both as a solo performer and as part of a school-based group.

You may choose your instrument (including voice) for the performance examination. It should be the same instrument for Units 1 & 2. Solo performers may choose the works to be presented for examination from

the Units 3 & 4 prescribed list of solo notated works published by VCAA. Students may choose an alternative instrument for their group performance and may be assessed in existing school ensembles such as choir, band or orchestra.

Students wishing to complete Music Performance Units 3 and 4 are strongly advised to complete this course as preparation. This is a year-long subject, and Mr de Korte's signature must be obtained before selecting this subject. The entry level for Unit 1 can range from Grade 5 AMEB to Diploma. Please speak with Mr de Korte if you would like further information and advice about this course.

Links to other subjects: Units 3 & 4 Performance, Units 1 – 4 Music Styles,

Links to tertiary courses and employment: arts, music performance, music technology, music theatre, film and television, composition, music therapy.

ARTS ELECTIVES: VISUAL ARTS – semester-long subjects

STUDIO ART

10SA

Contact – Ms L Torikov

The Year 10 Studio Art course exposes students to a range of drawing and painting materials, processes and techniques to enable individual choice of art forms, styles and expression of ideas. The course fosters and encourages, curiosity invention, imagination, critical thinking and the accumulation of artistic influences designed to develop their own personal drawing and or painting style. Students research cultural and historic practices of drawing and painting.

Aims:

This course covers the skills and capabilities specified in the current Victorian Curriculum and is designed to enable students to:

- Develop and refine critical and creative thinking skills, personal ideas, imagination, creativity, problem solving skills and their application in developing an individual drawing or painting style.
- Experiment with a broad range of drawing/painting techniques, materials and technologies and construct artwork relevant to their ideas and interests.
- Develop confidence in using and applying art elements and principles, and terminology.
- Understand the role and purpose of drawing/painting to cultural advancement through visual analysis of selected artists and art forms.
- Critique drawing or painting styles, both student-created and others.
- Present artwork to an audience.
- Work independently and collaboratively and take responsibility for their working practice.

Assessment:

- Explore and express ideas – Visual Diary processes.
- Visual Arts practices – Visual Diary processes and Folio production.
- Respond and interpret – Visual diary annotation, visual analysis of artwork and exhibition critique.
- Present and Perform – Exhibit artwork, present a magazine exhibition critique.
- The course covers 2 school terms - one outcome per term.
- Folio, based on visual diary exploration process and resolved, technically refined drawing(s) or painting(s), presented in a student exhibition.

- Exhibition Critique /Visual Analysis based on an art exhibition critique and or written visual analysis in essay form or a series of short responses based on drawings or paintings from a range of styles, cultures, and historical periods.

Leads to VCE Studio Art. Links to English, History, Philosophy, Science, Mathematics, Geography, Media, Drama, Music, Printmaking, Visual Communication and Design.

Links to tertiary courses and employment: Fine arts, applied arts (e.g. graphics, architecture, design).

VCE VISUAL ARTS UNITS 1 AND 2 – Art Making & Exhibiting – (2 Semesters) 10AM
Contact – Ms L Torikov

****If this is chosen, you must obtain a signature of approval from Ms Torikov**

Unit 1 - Explore, Expand and Investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2 - Understand, Develop and Resolve

In Unit 2 students broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. They respond to a set theme and progressively develop their own ideas. Students consolidate these ideas to plan and make finished artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.

MEDIA - FILM & VIDEO 10MV
Contact – Mr P Morton

In 10 Media Film & Video students engage with media both as audience members and creators. Students view and examine media artworks from a range of cultures and in a range of forms from live action feature films, YouTube videos, micro documentaries, music videos, GIFs, memes and more. Study of and experimentation in these leads to students developing, designing, producing, and distributing video works both as an individual and member of a collaborative production team. In assessment students have the scope and freedom to explore, experiment, design and create the media artworks they want. Students also get choice in the film and videos they examine. In Media Film & Video the student is very much in the driver's seat.

Media aims to help students understand how the media artworks create and communicate meaning and to consider the interrelationship between media and society. It also aims to develop capabilities in critical 21st century skills like creative thinking, critical thinking, collaboration, problem solving as well as Media Arts specific technical and creative skills, processes, and techniques to enable students to develop their own unique and distinctive creative voice.

The Media Department is equipped with high quality technical equipment and industry standard software applications, ensuring students' production experiences are enjoyable and challenging. With the rapid changes in new media and the technologies associated with consuming and producing media, the Media Department is regularly reviewing course content to keep students engaged in current media trends, issues, and practices.

Can lead to VCE 1-4 Media. Links to English, Philosophy, History, Psychology, Studio Arts, Theatre Studies, Vis. Com.

Links to tertiary courses and employment: Creative Industries, Arts, Communications, Marketing, Entrepreneurship, Politics, Diplomacy and more...

MEDIA – ANIMATION

Contact - Mr P Morton

10ME

10 Media Animation involves the practical exploration, innovation, and development of animated productions for screen, virtual and augmented environments, including opportunities to develop skills in leading edge creative technologies and processes for VFX, Games, VR, and AR production.

Students are exposed to a wide range of animation techniques, contemporary animation contexts and have the opportunity to test ideas, experiment, build skills in research, idea development, communication, design thinking, problem solving as well as art, craft and technical production methods. Animation methods can include, 2D, 3D, VR and AR digital, pixilation, rotoscoping, visual effects, motion graphics, stop-motion, experimental film techniques, projection art, paint on glass, charcoal, sand and ink. Among the diverse range of creative challenges, each student produces animated products that they write, direct, animate, create sound for and edit.

Students will be challenged to respond to set problems and pursue their own creative thinking.

Can lead to VCE 1-4 Media. Links to English, Philosophy, History, Psychology, Studio Arts, Theatre Studies, Vis. Com.

Links to tertiary courses and employment: Creative Industries, Arts, Communications, Marketing, Entrepreneurship, Politics, Diplomacy and more...

PHOTOGRAPHY

10PG

Contact – Ms E Azcona

The year 10 Photography course exposes students to a range of photographic (digital and black & white darkroom) processes and techniques. The course investigates the creative process and encourages Fine Art photography, whilst cultivating conceptual capabilities, such as creative and critical thinking. Students communicate their ideas and meanings by; exploring and expressing their ideas in a visual diary, responding and interpreting cultural and historic photographic artists and artworks, skilfully capturing images with artistic merit to develop their own personal art practice, and presenting exhibition standard artwork to an audience accompanied by an appropriate artist statement.

Aims:

Year 10 Photography is designed to develop students':

- Conceptual and perceptual ideas and representations through Photography and inquiry processes.
- Understanding of the use of the techniques, materials, processes and technologies.
- Critical and creative thinking skills, Photographic Arts languages, knowledge of Media Arts theories and practices.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, photographers, commentators, and critics.
- Understanding of Photographic Arts social, cultural and industry practices.
- Confidence, curiosity, imagination, enjoyment and a personal aesthetic.

The course is designed to enable students to develop skills using the following resources and references:

- SLR camera, film and darkroom processes.
- DSLR camera, computer based and digital imaging (Photoshop).
- Visual Diary documentation.
- Display of resolved works.
- Research and discussion of known photographers as artists.
- Analysis of photographic imagery in a variety of contexts.

Other requirements: A3/A4 Visual Diary

Assessment:

- Art Elements and Principles Task.
- Photogram (darkroom) Task.
- Photographic Assignment.

Leads to VCE Studio Art. Links to tertiary courses and employment: Photography, fine art, film, design, media

VISUAL COMMUNICATION DESIGN – Computer-Aided Design

10VG

Contact - Mr C Moore & Mr L Stewart

The Computer-Aided Design elective requires students to communicate creative ideas for specific design needs. Students learn graphic design software such as Adobe Illustrator and Photoshop along with 3D industrial design software such as Fusion 360, whilst developing design solutions. Design tasks include the design and production of products for 3D printing, laser cut construction or digital rendering, together with the branding and/or promotional material for identification and advertising purposes. Students gain an understanding of the design process, technical drawing standards and appropriate use of type and layout relevant to the design fields. Students research sustainable design issues in terms of materials, methods and media.

Aims:

Year 10 Visual Communication Design covers four Victorian Curriculum Dimensions - Exploring and representing ideas, visual communication practices, present and perform, and respond and interpret.

The course is designed to enable students to:

- Develop creative, critical and reflective thinking along with problem solving skills as applicable to specific design tasks.
- Attain an understanding of and experimentation with materials, methods and media.
- Develop skills and refine techniques appropriate to the Industrial and Communication design field including technical drawing.
- Understand the various roles and responsibilities of designers and specialists
- Critique own and existing design solutions

Assessment:

- Research and analysis of Industrial and Communication designs.
- Presentation of a visual diary which documents the design process.
- Presentation of refined digital and/or constructed models of final design solutions.

Resources & references:

Various drawing and painting media, technical drawing equipment, CAD software (2D and 3D), modelling equipment, AV presentations.

Leads to VCE Visual Communication Design. Links to VCE Studio Arts, Media.

Can lead to career paths in: Industrial design, graphic design, engineering, architecture

VISUAL COMMUNICATION DESIGN – Architecture

10VA

Contacts – Mr L Stewart & Mr C Moore

Year 10 Architecture involves an introduction to architecture practice and theory and requires students to communicate design concepts for the built environment. Students communicate ideas for a specific purpose, context and target audience, creating a range of designs that visualise their design thinking and advancement through the design process. Students present ideas in the form of resolved drawings, digital and constructed models along with graphic design presentations. Research and analysis is undertaken exploring current architectural design issues and factors.

Aims:

The Year 10 course covers the Capabilities and Skills as outlined in the current Victorian Curriculum;

Visual Communication Design: Architecture develops:

- Confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices.
- Creative and innovative ways to communicate ideas and information.
- Aesthetic knowledge, including the application of design elements and principles, as they explore visual communications.
- Visual communication design practices, processes and technologies.
- Creative, critical and reflective thinking, using visual design thinking skills.
- Respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

Assessment:

- Communicating ideas: The research and development of a personalised brief outlining the design outcome for the semester.
- Visualising thinking: A visual diary progressing through the design process towards a design outcome outlined in the brief.
- Final design presentations: 2D and 3D presentations of student designs as perspective drawings, a plan view of the design, and a 3D model of the final design outcome.
- Analysis and reports outlining the practice of established architects and aesthetic properties of existing structures.

Resources & references:

Various drawing and painting media, technical drawing equipment, CAD software (2D and 3D), card construction equipment, visual diaries, AV presentations.

Leads to VCE Visual Communication Design. Links to VCE Studio Arts, Media.

Can lead to career paths in: Architecture, interior design, landscape architecture, urban planning, surveying, structural engineering, graphic design, property development

GENERAL ELECTIVES– semester-long subjects

NB: Students will study only ONE General Elective subject in Year 10 but are required to select one from each 'Green', 'Maroon' & 'Black' category.

CULTURE & SOCIETY (Sociology)

10CS

Contact – Mrs V Kakolyris

The year 10 Culture & Society (Sociology) elective introduces students to the study of society and the factors that shape our lives such as culture, class, ethnicity, gender and religion. The course draws on classical sociological perspectives such as socialism, functionalism and weberian theory as well as modern sociological frameworks such as postmodernism and feminism to investigate social phenomena and to understand society. Some of the areas covered include the study of multiculturalism in Australia, Australian Indigenous culture, the concept of family, the shaping of identity and the impact of religion and ethnicity upon Australian society. The course also explores the factors that shape and maintain social cohesion in Australian society.

Some of the key questions raised in the unit are:

- Why do we study Sociology?
- What Sociological theories help explain social phenomena?
- How is Australia's ethnic diversity unique?
- How do various ethnic groups interact in Australia
- How can the concept of a family differ across society?
- How has the concept of youth changed over time?
- How is identity shaped by gender, ethnicity and culture?
- What factors help create a cohesive society?

HUMAN RIGHTS & THE LAW

10HR

Contact – Mr I Dowling

In studying *Year 10 Human Rights & the Law*, students will develop knowledge and understanding of human rights within Australia's legal system. We also examine the key institutions, processes, and roles people play within the legal system, and explore global approaches to tackling human rights issues. Emphasis is placed on Australia's parliament, derived from the Westminster system, and the values that underpin our courts such as fairness, equality and the rule of law. Within this context, this elective explores what human rights involves, and how the legal system can act to protect those rights, in order to safeguard the dignity of the individual, and to enhance the operation of our legal system, to ensure that it is just, fair and accessible to all. Students will also investigate human rights violations overseas and explore actions that can be taken to address these injustices. Comparisons will be made with the legal mechanisms used in other countries to protect human rights, and how this compares with Australia's approach.

Key Skills

In this elective, students will be encouraged to:

- examine what human rights involve and differentiate between different types of human rights
- identify various methods that can be used to influence law makers to protect human rights

- explore the rights and duties of citizenship and how these can be applied within our legal system
- evaluate the effectiveness of various methods used to influence the law.
- develop an understanding of the importance of the separation of powers in our legal system
- identify how laws are made through parliament and the courts
- investigate a human rights issue, including its causes and ways to address such violations
- research a specific nation's approach to protecting human rights
- develop the skills of reasoning and argument based on strong evidence, which provides a framework for becoming an active participant in our legal system
- analyse the extent to which different nations' legal approaches to protecting human rights are effective

Can lead to VCE Legal Studies Unit 1 & 2 and VCE Global Politics.

WORLD LITERATURE

10WL

Contact – Mr B Mahoney

You might have a clear idea of the favourites for the World Cup of Football or Cricket, but if you were to hold a World Cup of Literature, who would win? Have you ever read a story from Eritrea? Or Lithuania? Or Bolivia? You'll get the chance to read short stories from around the world in this elective, expanding your understanding of other cultures as well as having some fun in deciding who would win the aforementioned World Cup.

World Literature is designed for students who have a passion for great literature and enjoy probing deeply into the complex nature of humans and their relationships with others, and the places and times they inhabit - a truly stimulating course that further develops English skills. The elective covers various kinds of literature - poetry, short stories, novels, films of texts - and focuses on the ways in which literature re-creates and explores human experience.

Students produce creative and analytical pieces and engage in the evaluation of critical commentary. You will also examine ideas of translation, connecting with your studies of other languages in your LOTE electives, and how literature can be understood and adapted for different places and times.

The primary text study is of *Tales from 1,001 Nights*, which you might be familiar with as the 'Arabian Nights' and some of the stories associated with it, such as those about 'Sindbad the Sailor,' 'Ali Baba and the Forty Thieves' and 'Aladdin and the Magic Lamp.' The stories have inspired novels, films, songs and visual art around the world and across the centuries, making it one of the best examples of World Literature.

World Literature is designed to enable students to develop, amongst other things, an understanding of the variety of human experiences and critical appreciation of our culture and the cultures of others, past and present, as they are represented in literature. It also aims to develop the ability to relate what you read to your own lives and social contexts.

Can lead to VCE Units 1 & 2 Literature in Year 11 and VCE Units 3 + 4 Literature in Year 12.

LIFESTYLE, HEALTH & NUTRITION

10HN

Contact – Mr B Moncreiff

This elective will provide students with an understanding of the role of nutrition in promoting health and wellbeing. Students will gain an understanding of the nutritional requirements across the lifespan including infancy, childhood, adolescence, and older adulthood. Students will engage with current literature to evaluate

the role nutrition plays in the development of non-communicable diseases (NCDs) whose effects are far reaching globally. Current research indicates that 9 in 10 deaths in Australia are linked to NCDs – the group of **diseases** that result from a combination of genetic, lifestyle, behavioural and environmental factors. To understand how food and nutrition impacts health and wellbeing students will also learn the major body systems such as the Digestive, Musculo-skeletal and Cardiorespiratory systems. Knowledge of these body systems will enable students to gain a deeper understanding of the aetiology of lifestyle diseases.

Key questions addressed in this unit include:

- What are nutrients and what is their role in development?
- What is the recommended dietary intake of nutrients for individuals at specific lifespan stages?
- How does diet assist in the pathogenesis of a range of NCDs?
- How can diet act as a preventative measure for several diseases?
- How are the body systems interrelated?

Links to other subjects and skills: Units 1-4 Biology, Units 3 & 4 Physical Education

Links to tertiary courses and employment: Health science, dietetics, nutritional sciences, biomedicine, and biomedical sciences. Nutrition studies are now mandatory in all biomedical degrees in Australia.

THE SCIENCE OF MOTIVATION AND HAPPINESS

10MH

Contact – Mr S Crocket

The Science of Motivation and Happiness provides an excellent introduction and foundation for study in Psychology. Over the semester, students will examine several theories used to explain human cognition, emotion and behaviour. The focus of the unit is on the Psychology of motivation, emotion and happiness (Positive Psychology).

In the motivation provides students investigate the processes that start, steer, sustain and stop their behaviour. Students will consider evidence-based techniques to enhance self-efficacy, reduce procrastination and build intrinsic motivation.

The Positive Psychology unit addresses different philosophical and theoretical approaches to happiness. Students evaluate the scientific validity of practices used to encourage happiness, and critically evaluate the effectiveness of these practices through direct experimentation.

Students will also be introduced to some research methods commonly used to gather information on human behaviour in Psychology.

Some of the key questions addressed by the unit are:

- How is research in Psychology conducted?
- What motivates human behaviour?
- What is happiness, and how do scientists measure it?
- What does, and doesn't, make us happy?

Year 10 Psychology is designed as a foundational unit which can lead to Psychology at Year 11 (Units 1&2 or Units 3&4) and Year 12 (Units 3&4).

Links to tertiary courses and employment: [Clinical psychologist](#), [Counselling](#), [Educational psychologist](#), [Forensic psychologist](#), [Further education teacher](#), [Health psychologist](#), [High intensity therapist](#), [Occupational psychologist](#), [mental health worker](#), [Psychological wellbeing practitioner](#), [Sport and exercise psychologist](#)

People are frequently concerned with the question of what it is to have meaning in life or how they can live well. If you do a search for 'life hacks' on the internet you will be overwhelmed with results, which makes it all the harder to discern what advice is valuable or worthwhile. Luckily, philosophers have been exploring the question of what makes a life 'good' for thousands of years and this course aims to introduce students to some of their best ideas.

Whether it's from Ancient Greek traditions such as Stoicism or Epicureanism which have recently exploded in popularity, or the best of Eastern traditions such as Daoism or Buddhism, or more modern ideas such as Existentialism, or even looking into futuristic ideas such as Transhumanism, this course aims to introduce students to the best thinking from around the world that can help them to navigate their way through modern life.

Ideas are explored through a range of primary and secondary texts, including film. There is a strong focus on class discussions and the need to justify opinions with good reasoning. Assignments can take a number of different forms, including essays, dialogues and online forum discussions as well as asking students to investigate making practical changes in their own lives that can assist with navigating the minefield that life can be.

Can lead to VCE Philosophy Units 1 to 4.

Links to tertiary courses and employment: recent studies show philosophy graduates typically find employment in areas such as business and finance, social work, IT consultancy, computer programming and teaching.

In the 21st century, we generate data whenever we go online, when we carry our GPS-equipped smartphones, when we communicate with our friends through social media or chat applications, and when we shop. You could say we leave digital footprints with everything we do that involves a digital transaction, which is almost everything. In addition, data is collected about all Australians citizens and residents from surveys such as the ABS Census.

In this elective, students will investigate

- Survey skills: ethical considerations around the collecting of information, the length of surveys, sampling methods and funding sources.
- Misleading statistics: Particularly with its prevalence in the media
- Data Privacy and security
- How data is used as a basis for discrimination

And learn practical skills in order to

- Interpret and critically evaluate reports in the media and elsewhere
- Use trend data to make informed predictions
- Critically evaluate marketing in a consumeristic society.

Approaches include

- Individual research
- Case studies of data trends and prediction models
- Presentation of team project

This course will focus on some of the issues that are studied in more detail in Unit 4 of VCE Algorithmics. The course investigates the social and personal impact that algorithms have on people's lives. Students will be given an opportunity to study algorithms that have a direct impact on their own and other people's lives. Examples of this include algorithmic trading in the share market, the strategic trading of bit-coins, marketing strategies and the use of social networking graphs.

This elective study investigates Algorithms and their effect on individuals within society. Students will develop skills in the creation, design, analysis and coding of algorithms that directly affect their lives and the lives of other people.

The course provides a structured framework for solving real-world, problems within the context of using computational methods (coding) to devise solutions to practical situations which affect individuals both personally and socially.

Links to other subjects and skills: VCE (HESS) Algorithmics Units 3 & 4, VCE Computing Units 1 &2, VCE Software Development 3 & 4.

Links to tertiary courses and employment: business information systems, commerce, programming, software engineering, computer science, graphic design, software design.

STEM (Science Technology Engineering Mathematics) is the backbone of a technological society. This unit focuses on problem solving in a real-world context. It aims to give students a look at some of the useful applications of Engineering and Science principles and the burgeoning field of sustainability. Students will have the opportunity to understand the need for and skills required to move beyond carbon-based energy systems – as scientists researching, investigating, experimenting, and as engineers auditing, monitoring, constructing.

The course will provide students with the skills and knowledge to

- Identify and monitor energy use at home and in transportation systems and the impact of this energy use on the environment and their own lives
- Investigate alternative sources of energy and design a car or city of the future
- Construct working models and systems relating to alternative forms of energy
- Produce formal reports and make recommendations relating to alternative energy systems in sustainable automotive engineering
- Students will also undertake a number "engineering challenges" during the semester, including practical bridge building activities and hydrogen fuel cell vehicles

Links to tertiary courses and employment: engineering, environmental science, chemistry, physics and resource management.