Subject Offerings 2018

The information provided below details the subject options for 2018. The descriptions that follow are intended to provide you with guidance and assistance during the subject selection process. No elective subject is required for further study in Years 11 and 12; or for completion of either the Victorian Certificate of Education (VCE) or the International Baccalaureate Diploma (IB). Every student must complete:

- All six **compulsory** subjects (you will not need to select these when you are doing your subject selection)
- Two semesters of at least one **language other than English (LOTE)**
- At least two semesters of study in a **Humanities** subject
- A maximum of four **elective** subjects

### Compulsory Subjects

There are five compulsory subjects that all Year 10 students must complete. You will not need to select these when you are doing your subject selection.

### Languages other than English (LOTE)

You will be required to complete **two** semesters of a language during Year 10. You may choose to study more than one language. You will be required to select at least one language during subject selection.

### Humanities/Social Sciences

You will be required to complete **two** semesters of study in a Humanities or Social Sciences subject. These may be completed in one semester, or across two semesters. You may choose to complete more than two semesters of study in Humanities/Social Sciences.

### Elective Studies

You will be required to select a further **four** electives to complete during your Year 10 studies. These electives can include the above languages that were not selected, as well as any of the humanities subjects **Please note that, should there not be sufficient interest, a class will not run.** It may also be necessary for students to complete their fifth or sixth preference due to timetable clashes.
## Curriculum Domain | Subject | Compulsory
--- | --- | ---
**Arts** | Art 1 |  
Art 2 |  
Drama 1: Lipstick and Face Paint |  
Drama 2: Jump into the Page |  
Media 1 |  
Media 2 |  
Music 1: Medieval to Jazz |  
Music 2: Music of the World |  
Visual Communication Design 1 |  
Visual Communication Design 2 |  
**English** | English | ✓  
English as an Additional Language (EAL) Development Class |  
English Development |  
Literature and Media: From Page to Screen |  
**Humanities** | Geography: Environmental Studies |  
History: Australia and the Post-War World |  
History: Australia, the World and War |  
Languages other than English (LOTE) | French 1 and 2 |  
Chinese 1 and 2 |  
**Mathematics, Science and Technology** | Mathematics |  
Science | ✓  
Science, Technology, Engineering, Arts and Mathematics (STEAM) |  
ICT: E-commerce: Combining Business and Technology |  
ICT: Mobile Phone Apps: Creating and Using Mobile Technologies |  
**Physical Education (PE) and Health** | Physical Education (PE) | ✓  
Learning Enrichment (including Workshop and Health and Wellbeing) | ✓  
Sport Science: The Human Body in Motion |  
Physical Education Theory: Sports Coaching and Contemporary Issues in Physical Activity |  
**Signature Project** | Signature Project | ✓  
**Social Sciences** | Business Studies |  
Economics and Globalisation |  
International Relations |  
Law in Perspective |  
**LAURISTON GIRLS’ SCHOOL YEAR 10 SUBJECT DESCRIPTIONS | 3**
Year 10 Subject Selection

At Lauriston Girls’ School, we believe that in Year 10 the course you complete should have both breadth and depth – it should provide you with the foundations required for success in years 11 and 12, but also allow you to explore subjects that you may not have experienced before.

Alongside the core subjects, which all Year 10 students complete, you will be required to select a language (Chinese, French, or both, if you would like) and several electives. These electives are ‘taster’ courses for years 11 and 12 and are intended to help you understand what you might like to study in your final years in the Senior School.

It is worth remembering that, by the way we have designed our Year 10 curriculum, no choice you make will prevent you from a future course of study. We want to ensure that you have all of your options open to you so that you can craft a course of study that will suit you best.

Throughout the subject selection process, you will receive guidance from your Head of House, and from the staff at Howqua. I would encourage you to use these resources as these staff members can guide you based on what they know about you and their deep experience.

As always, please do not hesitate to have a chat to me should you have any queries or concerns.

TIM WATSON
Vice Principal – Learning and Innovation
ART 1 AND 2

Students can study Art in one or both semesters in Year 10.

Focus of course

Students will study a range of art making techniques to strengthen their understanding of the artistic process in a range of disciplines. These will include working independently and collaboratively in paint, print, drawing and 3-dimensions. Digital technologies will also be a focus of study at this level.

The aim of the study is to develop in students the ability to make stronger links with the art around them, art in cultural and historical contexts and their own artistic journey.

Whilst the main focus at this level is on making artworks students will also study historical and contemporary work to broaden their understanding of and commentary on the artworks of other practitioners.

Students will also use a Visual Diary to explore, record and reflect on their artistic processes and productions.

Skills to be developed

Art 1

- Drawing
- Painting
- Drypoint etching
- Digital photography/digital editing

Art 2

- Drawing
- Painting
- Sculpture/textiles
- Digital photography/digital editing
- Written examination

Assessment

Assessment is formative

- Art process
- Final Artworks
- Written Analyses

Complementary subjects in Years 11 and 12

- VCE Studio Arts
- IB Visual Arts

Possible career applications

- Fine Artist
- Fashion Designer
- Photographer
- Set Designer
- Multimedia artist
- Art Director
- Art teacher
- Curator
- Animator
- Costume Designer
- Jewellery Designer
- Art Therapist
- and many more
BUSINESS STUDIES

Focus of course

This interactive course explores how individuals and businesses focus on achieving goals through the use of money and general resource management tools.

Students develop their understanding of the importance of ICT in the accounting process by using accounting software to establish a set of accounts, record financial transactions and generate business reports.

This elective helps students to develop an understanding of their personal need to manage their own finances and also the need for organisations in the business world to manage their finances.

Skills to be developed

- Primary research collection
- Data analysis and interpretation
- Report writing
- Problem-solving
- Skills linked to working in team

Assessment

Assessment may include:

- Lauriston Lolly market enterprise Simulation
- Personal budgeting simulation task
- Semester test

Complementary subjects in Years 11 and 12

- IB Economics
- VCE Economics
- VCE Accounting
- VCE Business Management

Possible career applications

- Global Business, Accountancy and Finance
- Education
- Engineering
- Project Management / Architecture
- Project Management / Events
- Project Management / Environmental planning
- Hospitality and Travel and Tourism
- Marketing
CHINESE

Course will be over two semesters.

Focus of course

The structure of the Chinese program in Year 10 focuses on consolidating previous knowledge acquired by revisiting topics and themes studied in more detail, i.e. occupations, daily routine and social relationships. Within these themes, new grammatical structures are introduced. The course also incorporates a strong focus on the cultures linked to the language and their significance in establishing meaning within the four skills: reading, speaking, listening and writing.

Skills to be developed

- Language acquisition and proficiency (receptive and productive)
- Language analysis through meaning
- Interpretation
- Interaction and working in a team
- Cultural awareness and intercultural understanding
- Communicate in a range of situations
- Searching for and collecting information
- Argumentation and Reporting
- Translation

Assessment

Assessment tasks may include:

- Grammar and Vocabulary quizzes/tests
- Reading comprehension
- Listening comprehension
- Writing task
- Oral task
- Individual or group projects

Complementary subjects in Years 11 and 12

- IB Chinese A
- IB Chinese B
- VCE Chinese
- Further language studies
- IB and VCE History
- IB and VCE Economics
- IB and VCE Arts

Possible career applications

- Education
- Translation
- Interpreting
- Linguistics
- Travel and Tourism
- International Law
- Journalism
- Politics
DRAMA 1

Lipstick and Face Paint Monash

Focus of course

Jump into the Page is a study of styles and elements of drama from different periods of history. The students will produce and present original devised pieces of work that reflect their skill and knowledge of a range of styles and cultures. The students develop a range of skills including: research, script writing and collaboration, with a focus on understanding and communicating stories and messages through performance. Throughout the semester students will participate in an Inter School festival, attend external theatre performances and internal incursions and workshops led by industry based professionals.

Students will also be given the opportunity to become involved with Laurie Drivers and the Drama FabLab team to work on school productions and musicals.

Skills to be developed

- Direction techniques
- Actor audience relationship
- Application of Stagecraft techniques
- Understanding and applying theatrical style
- Developing skills in using lighting and sound system
- Creating and making Makeup and Costume Design
- Communication with a variety of people in different situations and settings

Assessment

Assessment is formative:

- Written Analysis/Reflections
- World Theatre Research Task
- World Theatre Ensemble task

Complementary subjects in Years 11 and 12

- VCE Theatre Studies
- IB Theatre
- IB and VCE History
- VCE Media
- VCE Visual Communication Design
- VCE Studio Arts
- VCE Literature

Possible career applications

- Public Relations
- Events Management
- Design
- Diplomacy
- Journalism
- Human resources
- Law
- Politics
- Stage manager
- Film and Television
- Acting
- Costume Designer
- Musical Theatre
- Makeup Artist
- Lighting and Sound Engineer
DRAMA 2

Lipstick and Face Paint Malthouse

Focus of course

Lipstick and Face Paint is an exploration of theatre through Production Elements/Stagecraft (the use of Multimedia, make-up, costume, set, props, puppetry, lighting, sound as well as acting and directing) and following them from conception to realisation (mise en scène). The students will develop an understanding of the social, cultural, political and historical context of various play texts and theatre through the ages. The students work as a ‘Theatre Company’ and take on all of the roles required to produce and perform a play. Throughout the semester students will attend external theatre performances and internal incursions and workshops led by industry based professionals. Students will also participate in a performance held at the Malthouse Theatre which broadens their understanding and knowledge of working in a professional space.

Skills to be developed

Students will use skills of the Theatre profession to:

- Direct a performance
- Produce a play
- Build set
- Construct a costume
- Apply theatrical makeup
- Design and write a program for performance
- Promote and advertise an event
- Coordinate and stage manage a show

Assessment

Assessment is formative:

- Written Analysis/Reflections
- Stagecraft Research task
- Stagecraft Conception Task
- Performance (stagecraft realisation task)

Complementary subjects in Years 11 and 12

- IB Theatre
- IB and VCE History
- VCE Theatre Studies
- VCE Media
- VCE Visual Communication Design
- VCE Studio Arts
- VCE Literature

Possible career applications

- Public Relations
- Events Management
- Design
- Diplomacy
- Journalism
- Human resources
- Law
- Politics
- Stage manager
- Film and Television
- Acting
- Costume Designer
- Musical Theatre
- Makeup Artist
- Lighting and Sound Engineer
- Director and Producer
ECONOMICS AND GLOBALISATION

Focus of course
This interactive course focuses on how economies allocate resources locally, nationally and internationally in order to improve the quality of life. Students will investigate economic issues through research projects, excursions to a local food market, participate in a simulated competitive market activity and enquiry tasks.

This elective helps students to develop an understanding of the world they live in from a different perspective. The subject focuses on the psychology of consumers, producers and nations along with an introduction to macroeconomics including contemporary challenges of the Australian economy.

Skills to be developed
Students will be encouraged to develop skills in the following areas:

• Primary research collection
• Data analysis and interpretation
• Argumentative logic and evaluation
• Skills linked to working in a team
• Reporting

Assessment
Assessment tasks may include:

• Lauriston Market Enterprise Simulation
• Queen Victoria Market research Experience
• Personal Enquiry Task
• Semester Test

Complementary subjects in Years 11 and 12

• IB and VCE Economics
• VCE Global Politics
• IB and VCE History
• VCE Business Management
• VCE Legal Studies

Possible career applications

• Global Business, Accountancy and Finance
• Education
• Environmental Economics
• International Economics
• International Law
• Journalism
• Politics
• Project Management
• Travel and Tourism
• Management and Marketing
• Psychology
ENGLISH

This subject is compulsory and will be studied over two semesters.

Focus of course

The study of English is central to the learning and development of all students. The aim of the Year 10 English course is to ensure that students:

• learn to listen to, read, view, speak, write and reflect on a variety of spoken, written and multimodal texts across a range of contexts with accuracy, fluency and purpose

• appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

• understand how English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

• develop interest and skills of enquiry into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Texts studied are wide ranging and include contemporary and classical novels, short stories, a Shakespearean play, poetry and films.

Skills to be developed

• Communication of ideas - language skills (in oral and written forms including the use of a variety of digital environments to convey information and ideas)

• Critical thinking skills - analysing and evaluating issues and ideas

• Creative thinking skills - generating ideas and considering new perspectives

• Collaborative skills - working effectively in small groups

• Reflection skills

Assessment

Assessment tasks will include all or some of the following:

• Analytical text response writing (short answer, passage analysis, and extended writing tasks)

• Imaginative writing

• Oral presentations

• Using language to persuade - oral and written tasks

• Comparative essay writing

• Semester test

Complementary subjects in Years 11 and 12

English is of assistance to all Senior School subjects but relates specifically to the following courses:

• VCE Literature

• VCE English

• IB English A
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) DEVELOPMENT CLASS

Focus of course

The English as an Additional Language (EAL) course aims to develop skills, deepen knowledge and understanding of texts and issues, improve grammatical awareness and accuracy, and to build confidence and expertise in all aspects of the English language. Emphasis is placed on improving students’ ability to read closely for meaning, on increasing their capacity to write in an assured, accurate and fluent manner (in both analytical and creative forms), and on the development of strong speaking, viewing and listening skills. Students will be immersed in a wider reading programme. A variety of enrichment material designed to extend vocabulary and word knowledge and encourage greater accuracy and control of language to support meaning will be used to enhance students’ learning. An important focus will be on the analysis of material and the communication of ideas and arguments in a coherent and logically developed way. This course works in conjunction with the mainstream English.

Skills to be developed

Development of the following skills will be fostered:

• Communication of ideas - language skills (in oral and written forms including the development of essay writing, oral presentations and listening comprehension skills)
• Critical thinking skills - analysing and evaluating issues and ideas (including inferring and deducing meaning from texts)
• Creative thinking skills - generating ideas and considering new perspectives
• Collaborative skills - working effectively in small groups.
• Reflection skills

Assessment

Assessment tasks may include some or all of the following:

• The creation of a reading log and/or a media journal
• Quizzes and short answer tests
• Oral presentation on a media text
• Imaginative writing activities and tasks (including poetry writing)
• Analytical writing tasks (short responses, extended paragraph responses, essay plans and extended analytical text responses)

Complementary subjects in Years 11 and 12

• VCE English - EAL
• IB Language B
ENGLISH DEVELOPMENT

Focus of course

This course aims to develop skills, deepen knowledge and understanding of texts and issues, and to build confidence and expertise in English. Emphasis is placed on improving students’ ability to read closely for meaning, on increasing their capacity to write in an assured and fluent manner (in both analytical and creative forms), and on the development of strong speaking and listening skills. Students will be immersed in a wider reading programme. A variety of enrichment material designed to extend vocabulary and word knowledge and encourage greater accuracy and control of language to support meaning will be used to enhance students’ learning. An important focus will be on learning to analyse material and then to structure ideas in a coherent and ordered manner. This course works in conjunction with the mainstream English curriculum; if necessary, students may at times receive some support with mainstream English coursework and tasks during English Development classes.

Skills to be developed

Development of the following skills will be fostered:

• Communication of ideas—language skills (in oral and written forms, and perhaps the use of a variety of digital environments to convey information and ideas)
• Critical thinking skills—analysing and evaluating issues and ideas
• Creative thinking skills—generating ideas and considering new perspectives
• Collaborative skills—working effectively in small groups
• Reflection skills

Assessment

Assessment tasks may include some or all of the following:

• The creation of a reading log or journal
• Quizzes and short answer tests
• Imaginative writing activities and tasks
• Analytical language tasks (extended paragraph responses, passage analysis, essay plans and extended analytical text responses)

Complementary subjects in Years 11 and 12

• VCE English
• VCE Literature
• IB English A
FRENCH

Course will be over two semesters.

Focus of course

The structure of the French program in Year 10 focuses on consolidating previous knowledge acquired by revisiting topics and themes studied in more detail, i.e. education, leisure and holidays, technology and social relationships. Within these themes, new grammatical structures are introduced. The course also incorporates a strong focus on the cultures linked to the language and their significance in establishing meaning within the four skills: reading, speaking, listening and writing.

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Language acquisition and proficiency (receptive and productive)
- Language analysis through meaning
- Interpretation
- Interaction and working in a team
- Cultural awareness and intercultural understanding
- Communicate in a range of situations
- Searching for and collecting information
- Argumentation and Reporting
- Translation
- Writing task
- Oral task
- Individual or group projects

Assessment

Assessment tasks may include:

- Grammar and Vocabulary quizzes/tests
- Reading comprehension
- Listening comprehension
- IB and VCE French
- IB and VCE Economics
- Further language studies
- IB and VCE Arts subjects
- IB and VCE History

Possible career applications

- Education
- Translation
- Interpreting
- Linguistics
- Travel and Tourism
- International Law
- Journalism
- Politics
LITERATURE AND MEDIA ELECTIVE

From Page to Screen

Focus of course

The Literature and Media elective explores the way that Literature is presented in contemporary film. Students will develop an understanding of the way that meaning changes when the form of a text changes and the construction of texts in terms of characterisation, tone, style, structure and point of view. They will also develop their film analysis skills and practical film making skills.

Students can study Literature and Media in one semester in Year 10.

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Analyse the construction of texts in terms of characterisation, tone, style, structure and point of view
- Identify typical features of a range of forms of text, and evaluate their significance in the making of meaning
- Identify and analyse the similarities and differences between the original and the adapted or transformed text
- Narrative film analysis

Assessment

- Written review
- Written Comparative Response
- Written Close Analysis
- Written examination
- Media process: pre-production, production and post-production
- Digital video and editing techniques

Complementary subjects in Years 11 and 12

- VCE Media
- VCE Literature

Possible career applications

- Creative Writing
- Film and Television Production
- Journalism
- Communications
- Marketing
- Advertising
- Public Relations
- Multimedia
GEOGRAPHY

Environmental Studies

Focus of course

The course addresses population issues, fresh water availability and tourism’s impact on the environment. Students develop critical thinking through studying each topic from a variety of perspectives, focussing on the issues at the global, national and local scale. The use of technology is a strong feature. For example, students use Google Earth, Aerial photography, Adobe Spark and access Census data while in engaging in group work, individual research and hypothesising.

Course units include Population Issues, Fresh Water Availability and Tourism and the Environment.

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Research and data collection
- Analysis
- Communication
- IT use
- Planning and problem solving
- Report writing
- Creative thinking
- Ability to work independently and also in a team

Assessment

- Essay
- Megacity Report
- Test

Complementary subjects in Years 11 and 12

- IB Geography
- IB and VCE Economics
- VCE Global Politics
- IB and VCE Biology
- IB and VCE History

Possible career applications

- Environmental officer
- National Parks ranger
- Education
- Diplomatic and Foreign Affairs
- International Economics and /or Law.
- Journalism
- Real Estate
- Property Development/Surveyor
- Architect
- Tourism officer
- Politics
- Conservation
- Town planner
HEALTH AND WELLBEING

This course is compulsory in the second semester.

Focus of course

Through this course, students explore factors affecting their social and emotional health and develop strategies to better manage this complex facet of their overall health. The program encourages the girls to look inwardly and explore their knowledge and values related to use of drugs, party safety, sexual and mental health. The aim of this study is to provide the opportunity for each girl to gain greater self-awareness and be confident in making conscious decisions about risk taking, minimising harm, affirming relationships and to initiate appropriate change in their lives.

Skills to be developed

• Teamwork and collaboration
• Argumentative logic and evaluation
• Data analysis and interpretation
• Media Literacy
• Inquiry based thinking

Assessment

Assessment is based on the performance achieved in the categories of:

• Quiz
• Group Poster Presentation

Students are also assessed on their approach to learning:

• Organisational ability
• Ability to use class time effectively
• Ability to work independently
• Ability to reflect on learning/respond to feedback
HISTORY

Australia, the World and War - Semester 1

Focus of course

Semester 1 study has a focus on Australia’s place in the world from WWI to WWII. Soon after Federation, Australia felt drawn into international conflict to support Britain. The impact of the war changed Australia socially, politically and economically and had further international ramifications during the 1920s and 1930s with the rise of the fascist states. In WW2, Australia fought in Europe, Africa and Asia and a brief study will be made of the Holocaust and Australian prisoners of war. Australia was forced to defend itself in the Asia Pacific region and this changed Australia culturally and impacted on her international relations. Students will study the impact of global events on Australia through a number of case studies and themes including political ideologies and events. Research will be conducted to analyse the impact of these events and relevant political decisions on governments, the economy and society. A range of perspectives will be considered to ascertain Australia’s historical relations and influences. Students undertaking this elective will gain an understanding of the causes and consequences of twentieth century changes that have impacted their lives today.

Skills to be developed

- Use of and interpretation of sources
- Hypothesising
- Evaluation and analysis of source material
- Note making and summarising
- Revision skills in concept maps and linear notes
- Structure of essay development
- Research skills

Assessment

- Source analysis
- Film evaluation
- Essay
- Research task
- Tests

Complementary subjects in Years 11 and 12

- IB and VCE Economics
- VCE Global Politics
- VCE Literature
- IB and VCE History

Possible career applications

- Diplomatic and Foreign Affairs
- Education
- International Economics and /or Law.
- Journalism
- Politics
- Anthropology
- Archaeology
- Travel and Tourism
HISTORY

Australia and the Post-War World - Semester 2

Focus of course

The Semester will start with a study on great historical events and debates such as the legacy of WWII, the debated justification of the dropping of the bomb on Hiroshima and the unravelling of the Grand Alliance leading to the Cold War. Students will study a range of perspectives regarding the consequences of such events and themes, as well as focussing on the impact of the Cold War. In addition, there is a focus on the economic, industrial, social and cultural change from Post-War Migration. Students will hypothesise about and conduct research into freedom movements in Australia and the world, such as the development of Rights and Freedoms in relation to the United Nations, Women, the Stolen Generation and Race tensions in the USA. Students undertaking this elective will gain an understanding of the causes and consequences of twentieth century changes that have impacted their lives today.

Skills to be developed

• Use of and interpretation of sources
• Hypothesising
• Evaluation and analysis of source material
• Note making and summarising
• Revision skills in concept maps and linear notes
• Structure of essay development
• Research skills

Assessment

• Source analysis
• Film evaluation
• Essay
• Research task
• Tests
• Examination

Complementary subjects in Years 11 and 12

• IB and VCE Economics
• VCE Global Politics
• VCE Literature
• IB and VCE History

Possible career applications

• Diplomatic and Foreign Affairs
• Education
• International Economics and /or Law.
• Journalism
• Politics
• Anthropology
• Archaeology
• Travel and Tourism
ICT: E-COMMERCE
Combining Business and Technology

Focus of course

This elective provides students with a real life opportunity to run their own e-commerce business. Within a virtual environment the elective emphasises through a practical, hands on approach how information technology can be used to promote effectiveness and efficiency within their business. Students will form their own company, nominate a product to sell and then run a fully functioning e-commerce website with shopping cart functionality. This elective encourages a competitive edge as each company produces their profit and loss statements in an endeavour to make the largest profit.

Skills to be developed

During the semester students will undertake to:

- Create an organisation chart
- Use a Gantt Chart to project manage a task
- Apply accepted formatting and conventions to formal documents
- Apply operational procedures for the trading of their company
- Create spreadsheets to solve problems and investigate their usefulness within an organization.
- Investigate how HTML and CSS are used to format and manage a website.
- Create databases to collect and organise data in an efficient manner.
- Explore various ways organizations use data - creating screen forms, producing reports, constructing queries, sorting information and making decisions through the use of the Microsoft Office suite.

Assessment

Assessment for this elective is based upon the cohesive running of the student’s nominated company. Students will be assessed in their application and the submission of work requirements in the following areas:

- Hands-on, independent computer activities
- Role play
- Use of case studies
- Discussion of issues relating to Information Technology
- Individually paced folio work, showing efficient use of software features
- Answering questions from text

Complementary Subjects in Years 11 and 12

- VCE Business Management
- VCE Media
- IB and VCE Economics
- VCE Visual Communication Design

Possible career applications

- Business Systems Analyst
- Programmer (Information Technology)
- Web Designer/Developer
- Systems Analyst
- Information Technology Educator
- Computer Engineer

Please note: this course is currently being reviewed and may be different in 2018.
ICT: MOBILE PHONE APPS
Creating and Using Mobile Technologies

Focus of course
This elective provides students with an opportunity to gain an understanding of Mobile technology through the use and creation of a Mobile App. Students will examine the multitude of Apps available in the App Store and Market Place in an endeavour to stimulate their own creativity to design and construct their own Mobile App. Students will examine programming methodology through the use of HTML5, CSS and JQuery Mobile to develop their own Mobile App to be freely downloadable.

Skills to be developed
During this semester students will undertake to:

- Identify the key components of a Mobile App including mobile device platforms and devices (iOS, Android)
- Design an App through the use of flow charts and layout diagrams
- Programming Methodology
- Create a Mobile App using HTML5, CSS and JQuery Mobile
- Use a multitude of online App creation tools
- Compile an App for different platforms

Assessment
The course is practically orientated. Students will be assessed in their application and the submission of work requirements in the following areas:

- Individually paced folio work, showing efficient use of software features
- Feedback from work submitted
- Demonstration of software
- Hands-on, independent computer activities
- Major Project

Complementary Subjects in Years 11 and 12

- VCE Media
- IB and VCE Visual Arts
- VCE Visual Communication and Design
- IB and VCE Mathematics

Possible career applications

- Analysts (Information Technology)
- Business Systems Analyst
- Games Developer
- Multimedia Developer
- Systems Designer (Information Technology)
- Web Designer/Developer

Please note: this course is currently being reviewed and may be different in 2018.
INTERNATIONAL RELATIONS

Focus of course
This core unit offers students an interesting and thought provoking introduction to the study of Internationalism. The course explores the political, cultural, technical and economic forces that influence the relationship Australia has with the global community with a focus on where the world is likely to move in the 21st century regarding economic, military and political power.

Students also study the movement of resources associated with the growth in International Trade. The Case Study allows students to choose to explore from a wide range of current international issues.

Skills to be developed
Students will be encouraged to develop skills in the following areas:

- Primary research collection linked to an excursion to Melbourne’s ‘Chinatown’ and the Australia / China relationship
- Inquiry based thinking
- Reading to understand source documents
- Essay writing
- Argumentative logic and evaluation
- Media literacy

Assessment
- Australia/China research essay
- An International Issue case study
- Examination

Complementary subjects in Years 11 and 12
- IB and VCE Economics
- VCE Global Politics
- VCE Literature
- IB and VCE History

Possible career applications
- Global Business and Finance
- Diplomatic and Foreign Affairs
- Ecology
- Education
- Environmental Economics
- International Economics
- International Law
- Journalism
- Politics
- Travel and Tourism
LAW IN PERSPECTIVE

Focus of course

Introduction to the law, including the need for laws and the functions of law; Law-making in Australia, including the various law-making bodies; Criminal law; Civil law; and Focus on a particular area of law, e.g. consumers and the law, young people and the law etc.

Assessment

- Knowledge of content - topic tests
- Interpretation and analysis - completion of written work, media folio, worksheets and other exercises completed in class
- Communication (oral and written) - including oral presentations, PowerPoint presentations and participation in class discussions.

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Primary research collection linked to an excursion to the Melbourne Magistrates Court
- Inquiry based thinking
- Team building
- Reading to understand source documents
- Argumentative logic and evaluation.
- Media literacy

Complementary subjects in Years 11 and 12

- IB or VCE English
- IB or VCE Economics
- VCE Media Studies
- VCE Global Politics

Possible career applications

- Law (Solicitor/Barrister)
- Court Administration
- Education
- Foreign Affairs and Trade
- Industrial Relations
- Politics
- Psychology
- International Law
- Economics
MATHEMATICS

This course is compulsory and runs for two semesters.

Focus of course

In Year 10 Mathematics the following major topics are studied – Geometry and Measurement, Algebraic Manipulation, Linear Functions, Quadratic Equations, Graphs and Transformations, Exponentials, Circular Functions and Probability. In each topic students can expect to be given an assignment and a test as the major assessment tools.

In Terms 2, 3 and 4 the classes are arranged based on student results on the assessment items completed in Term 1. All classes still study a common Year 10 program but one class will work at a faster pace and be exposed to how maths can be applied outside of the maths classroom (this is known as the Extension class). Another class will work at a slower pace and focus on developing the basic mathematical skills required for maths at Years 11 and 12 with an emphasis on how they can use technology to assist them with algebraic calculations that they might find difficult (this class is known as the Consolidation class). The other classes will work in the same manner that most other Year 10 maths class across the state work (these classes are called Mainstream classes).

Skills to be developed

Student will be encouraged in the following areas:

• Geometry and Measurement
• Algebraic Manipulation
• Functions and equations
• Graphs and Transformations
• Circular functions
• Probability

Assessment

Assessment is formative

• Extended Problems
• Investigations
• Topic Tests
• Analysis Tasks
• End of Semester Examination

Complementary subjects in Years 11 and 12

• VCE Specialist Mathematics
• VCE General Mathematics
• VCE Mathematical Methods
• IB Mathematics (SL and HL)
MEDIA 1 AND 2

Focus of course

The Media electives provide students with the opportunity to understand principles of media analysis and media production techniques and skills. These will include working independently and collaboratively in practical tasks such as narrative live-action film making, script writing, digital storytelling, advertising, animation, video editing and print design. Theoretical tasks will involve the analysis of historical and contemporary media products such as films, advertisements, television. Digital technologies and narrative techniques will also be a focus of study at this level.

The aim of the study is to analyse media products to understand how meaning is constructed, and develop an understanding of production processes involved in the construction of media products. Students are encouraged to develop the ability to investigate and analyse their own and others’ experiences of media.

Students can study Media in one or both semesters in Year 10.

Media 1

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Narrative Film Analysis
- Scriptwriting and Storyboarding
- Digital video techniques
- Digital editing techniques

Assessment

Assessment is Rubric based and formative:

- Narrative and written analyses
- Final Moving and Print Media
- Media process – pre production, production and post production

Media 2

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Advertising and media analyses
- Digital video and editing techniques
- Animation techniques
- Written examination

Assessment

Assessment is Rubric based and formative:

- Media process – pre production, production and post production
- Written Analyses
- Final Moving and Print Media

The examination is a summative assessment task

Complementary subjects in Years 11 and 12

- VCE Media

Possible career applications

- Film and Television Production
- Journalism
- Communications
- Marketing
- Advertising
- Public Relations
- Social media content creator and many more
MUSIC 1 AND 2

Students may study Music in one or both semesters. If students are considering Music as an IB/VCE subject they are strongly recommended to take both semesters. Year 10 Music provides the opportunity for girls to explore a wide variety of Musical Genres and Cultures. Students are required to participate in a Lauriston Music Ensemble as part of this course.

Focus of course

This course is designed to prepare students for either VCE Music or IB Music. It reinforces music notation skills and basic music theory topics such as intervals, scales, keys and chords, as well as basic rhythm skills.

Analysis is a key component of both IB and VCE music and through the weekly listening dairy, students listen to and comment on a range of styles and genres and make critical evaluations of compositional elements present within the works studied. In evaluating works of others, students learn the necessary skills to compose their own music and experiment with style and genre, combining modern technologies with age old harmony and counterpoint conventions.

A detailed survey of the history of Western Music from the Medieval to Romantic eras focusing on vocal and instrumental works, compliments a journey through the musical cultures of non-Western music and how music is made and performed and the importance it has in the lives of its people both in the secular and religious forums. Much attention will be paid to the direct experience of listening to and playing music and attendance of concerts such as the opera and ballet.

Finally performance which is at the core of all musical experience will be a major focus. Students will be provided with a wealth of opportunities to perform in individual, pair and small group ensemble settings. Performance skills are developed and extended in preparation for IB and VCE Music. This culminates with a Year 10 Music recital which the students organise and facilitate themselves.

Music 1: Medieval to Jazz

Areas of study

- Vocal music of the Medieval, Renaissance and Baroque eras
- Case study of an Opera
- Jazz: development and styles, including Blues, Dixieland and Swing
- Attendance at an Opera Australia performance

Skills to be developed

- Aural and Theory
- Solo and ensemble performance skills through a variety of experiences
- Written reflections of performances
- Analysis
- Ensemble
- Composition using Sibelius and Garage Band software

Assessment

Assessment is Rubric based and formative:

- Class Performances both individual and group
- Recital performance - individual and whole class performance
- Compositions
- Written work - assignments and listening diaries
- Aural and theory exercises
- Examination (The examination is a summative assessment task)
Music 2: Music of the World

Areas of study

- Instrumental music of the Romantic era
- Ballet Music. A case study of a ballet
- World Music covering a wide variety of different cultures
- Attendance at an Australian Ballet performance

Skills to be developed

- Aural and Theory
- Solo and ensemble performance skills through a variety of experiences
- Written reflections of performances
- Analysis
- Ensemble
- Composition using Sibelius and Garage Band software

Assessment

Assessment is Rubric based and formative:

- Class Performances both individual and group
- Recital performance - individual and whole class performance
- Compositions
- Written work - assignments and listening diaries
- Aural and theory exercises
- Examination (The examination is a summative assessment task)

Complementary subjects in Years 11 and 12

- VCE Music Performance
- IB Music

Possible career applications

- Music performer
- Studio Musician
- Sound/Recording Engineer
- Music Therapist
- Music Librarian
- Music Teacher
- Music Journalist/Critic
- Composer/Arranger
- Disc Jockey
- Conductor
  and many more
A school for life.

**PHYSICAL EDUCATION (PE)**

The course is a core subject and studied over two semesters.

**Focus of course**

The Physical Education program is designed to encourage a sense of fun and enjoyment in all students by providing them with the opportunity to participate in a range of traditional sports and recreational activities. The aim of the program is to encourage continued participation in physical activity throughout life. Examples of activities undertaken include yoga, football, self-defence, ultimate Frisbee and badminton.

**Skills to be developed**

- A sense of enjoyment and fun in physical activity.
- The development of the individual; socially, emotionally, physically and mentally.
- Encouragement of positive attitudes towards health and physical activity and an appreciation of quality in human movement.

**Assessment**

Assessment is based on the performance achieved in the categories of:

- Invasion
- Fitness
- Net/Wall
- Striking
- Movement e.g. dance, aerobics, yoga

Students are also assessed on their approach to learning:

- Skill
- Ability to use class time effectively
- Organisational ability
- Ability to work independently
- Ability to reflect on learning/respond to feedback
PHYSICAL EDUCATION THEORY

Sports Coaching and Contemporary Issues in Physical Activity

Focus of course

Students explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. They are also introduced to Physical Activity and the role it plays in the Health and Wellbeing of the population. Major topics include Effective Coaching Practices, Learning and Practising Physical Skills, Physically Active Lifestyles (including National Physical Activity and Sedentary Behaviour Guidelines) and Decision Making in Sport.

Students also focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport.

Skills to be developed

Students will be encouraged to develop skills in the following areas:

- Create a safe and inclusive learning environment when coaching
- Identify factors that influence coaching and learning at different stages of learning
- Use practical activities to underpin theoretical understanding
- Develop a critical perspective on physical activity across the lifespan
- Investigate the promotion of physical activity in a variety of settings
- Report writing

Assessment

Assessment tasks may include:

- Topic quizzes
- Laboratory Report
- Written Report
- Semester Exam

Complementary subjects in Years 11 and 12

- VCE Physical Education
- VCE Psychology

Possible career applications

- Education
- Health Promotion
- Sports Development Officer
- Personal Trainer
- Sports Journalism
- Health and Wellbeing
SCIENCE

This course is compulsory and runs over **two** semesters.

**Focus of course**

This course has been designed to provide the students with the knowledge and skills they need to undertake further study in the Sciences. The disciplines of Biology, Chemistry and Physics are considered through the study of Genetics and Evolution, Inorganic and Organic Chemistry, and Energy and Motion. Towards the end of Term 3 the students should be able to make an informed decision as to the Sciences they wish to continue with in Year 11. Those that choose not to continue with Science will have a sound understanding as to the role Science plays in today’s world.

**Skills to be developed**

- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- Develop the ability to analyse, evaluate and synthesize scientific information
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology.

**Assessment**

Assessment is formative:

- Practical Investigation
- Tests
- Semester Examinations

**Complementary subjects in Years 11 and 12**

- IB and VCE Physics
- IB and VCE Chemistry
- IB and VCE Biology

**Possible career applications**

- Scientific Research
- Engineering
- Medical Careers
- Astronomers
- Pilot
- Meteorologist
- Surveyor
- Sound Engineering Technician
- Soil and Water Conservationist
- Teacher
- Veterinarian
- Marine Biologist
- Robotics
- Psychologist
SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM)

Focus of course
STEAM is a cutting edge elective which brings elements of innovation, design and engineering together to address some of the challenging issues facing the human race.

This elective is ideally suited to students who have thought of questions such as:
• How do you design and develop sustainable solutions to everyday problems?
• How do you work as part of a team to be collaborative and innovative, and ultimately develop useful outcomes?
• How do you design and manufacture real life solutions in a 21st Century FabLab?

Skill to be developed
• Develop experimental and investigative scientific skills
• Learn to use a range of current digital technologies, including digital design and manufacturing software, coding and electronics
• Develop and apply 21st century communication skills
• Develop critical awareness of the need for and value of effective collaboration and communication
• Develop an appreciation of the possibilities and limitations of science, technology and design

Assessment
Assessment is formative

Complementary subjects in Years 11 and 12
• IB and VCE Physics
• IB and VCE Chemistry
• IB and VCE Art
• IB and VCE Biology
• IB and VCE Mathematics

Possible career applications
Can be applicable across a wide range of careers including, but not limited to, science, engineering, the arts, mathematics, design and technology
SIGNATURE PROJECT

I’ve Been Thinking

Focus of course

The ‘I’ve Been Thinking’ project is the culmination of several current curriculum tasks. Initially students are challenged to think about broad issues that are having an impact on the world in which they live; subsequently, students, either individually, or in groups, decide on a topic for further independent investigation.

Skill to be developed

• Develop and inspire in students a passion for lifelong learning
• Encourage responsibility, ethical understanding, and global awareness
• Encourage independence, resilience and ‘failing well’
• Promote and develop critical, reflective and creative thinking
• Encourage an awareness and understanding of digital technologies
• Develop an understanding of design and computational thinking
• Promote key 21st Century skills

Project Outline

The project is based on several key phases. Each of these phases is sequenced to allow students to develop their skills and achieve mastery.

Phase 1

Students are provided with rich provocations that require them to think about current local and global issues. These challenging ideas form the basis of further student interrogation and consideration. Each provocation is intended to have students contemplate and question their own understandings of the world and reflect upon their broader studies. It is intended that a diverse range of provocations are offered - some will be global issues which our girls will deal with in the future, some will encourage self-reflection on issues such as gender and identity.

Phase 2

Students are taught explicit skills and ways of learning. These important skills include: critical thinking skills; academic writing; research skills; presentation skills; and how to use digital technologies effectively in academic study. Throughout this phase, students are required to reflect on how and why they learn - encouraging an understanding of the value of continuous learning.

Phase 3

The final phase is the culmination of the previous two sequences. Students are challenged to consider what they have learnt and develop a topic for extended investigation. At this point, students are required to complete a review of relevant literature, develop research questions, take part in an interview around their findings and finally present their research.
**SPORT SCIENCE**

**The Human Body in Motion**

**Focus of course**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system. Finally, students will be introduced to basic biomechanical of motion and force to better understand efficiency of movement.

**Skills to be developed**

Students will be encouraged to develop skills in the following areas:

- Use correct anatomical terminology to identify bones, muscles, joints and joint actions used in human movement
- Perform, measure and report on changes to the cardiovascular, respiratory and muscular systems at rest compared to exercise
- Use practical activities to underpin theoretical understanding
- Report writing
- Use correct terminology to describe biomechanical principals in a variety of sporting actions

**Assessment**

- Topic quizzes
- Laboratory Reports
- Semester Exam

**Complementary subjects in Years 11 and 12**

- VCE Physical Education
- VCE Biology
- IB Biology
- VCE Legal Studies

**Possible career applications**

- Exercise Physiologist
- Sports Medicine
- Physiotherapist
- Education
- Sports Coaching
- Sports Journalism
VISUAL COMMUNICATION DESIGN 1 AND 2

Students can study Visual Communication Design in one or both semesters in Year 10.

Focus of course

Visual Communication Design is a study into a range of design fields and design skills and techniques. The areas of communication, environmental and industrial design are studied to develop the skills required to visually communicate in those areas and the apply the language used to analyse and evaluate works created in those disciplines.

Drawing forms the basis of all visual communication production and this skill will be taught in all units of study.

The design process is the vehicle through which design response are generated, refined and produced. This essential tool is increasingly embedded into students’ practice as they gain confidence in the use and application of basic design making skills.

Drawing conventions and digital technologies form the core of those basic skills and these are explored throughout the Year 10 program.

Skills to be developed

Visual Communication Design 1

Students will be encouraged to develop skills in the following areas:

- Drawing from direct observation
- Rendering techniques
- Instrumental drawing
- Responding to a Brief (Communication Design)
- Understanding and applying the design process
- Developing Adobe Suite skills (Photoshop & Illustrator)
- Industrial Design

Visual Communication Design 2

Students will be encouraged to develop skills in the following areas:

- Drawing from direct observation
- Exploration of materials, methods and media
- Design elements and principles application and analysis
- Documentation of the design process
- Environmental design
- Architectural drawing conventions
- Written/drawing examination

Assessment

Assessment is Rubric based and formative:

- Environment Design
- Design process
- The examination is a summative assessment task

Complementary subjects in Years 11 and 12

- VCE Visual Communication Design
- IB Visual Arts

Possible career applications

- Communication Design
- Fashion Design
- Environments/ Architecture
- Industrial Design
- Interior Design
- Engineering
- Interior Architecture
- Town Planning
- Landscape Design
- Exhibition Design