

# YEAR 10 CURRICULUM BOOK

2024



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**BelgraveHeights**  
CHRISTIAN SCHOOL

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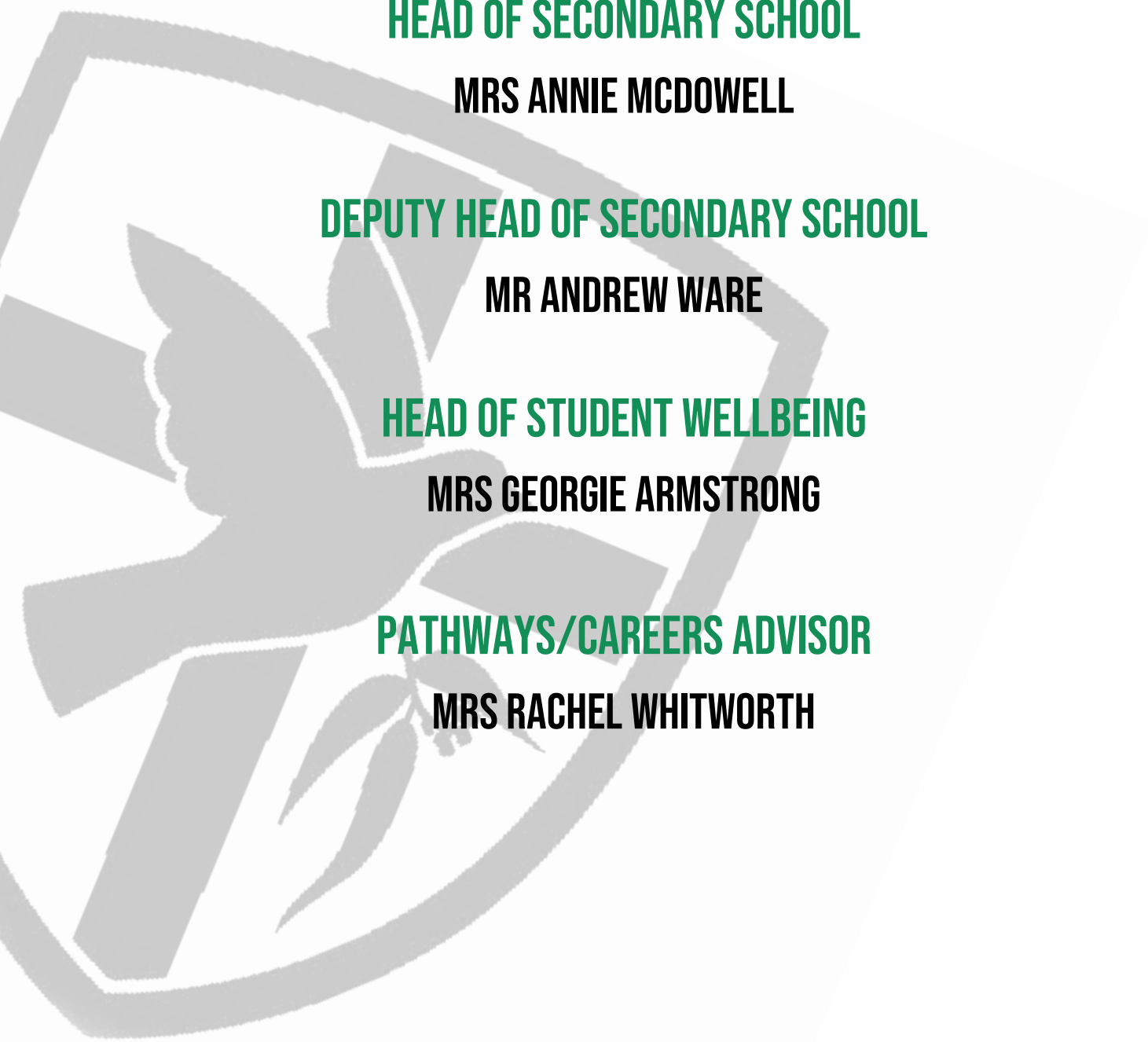
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THE INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT THE TIME OF PUBLISHING.  
SUBJECTS, COURSE CONTENT AND OTHER PROCEDURES MAY CHANGE FROM TIME TO TIME.

# INFORMATION FOR YEAR 10

The staff of Belgrave Heights Christian School endeavour to teach all subjects from a Christian context and present Biblical principles and values. Our school values of 'Love, Service, Generosity, Perseverance and Gratitude' are woven throughout our curriculum with a focus on being able to apply these Christian principles to the complexities of everyday life.

Our vision is to see excellent education in a Christ-centred environment, where the lives of our students are transformed. We believe this transformation takes place through students understanding their value in God, by helping them to achieve success, while developing their self-esteem. We realise that learning is not confined to the classroom, but that fieldwork, practical tasks, excursions, community involvement, pastoral care, and servant leadership opportunities also contribute. Great care is taken in presenting the Year 10 educational programs in a caring, loving and stimulating environment.

The curriculum at Year 10 has been designed to draw together the skills and knowledge gained over the previous years and aims to prepare students for transition to the VCE and/or VCE VM. It has been designed to provide a range of elective options, and to allow selected students to accelerate in a subject in VCE Units 1 and 2. Students are also introduced to Work Experience, which provides an opportunity to spend time in a workplace environment, allowing them to explore possible career pathway options.

**KNOWING CHRIST | INSPIRING LEARNERS | TRANSFORMING LIVES**

## YEAR 10 OVERVIEW

Year 10 offers an all-inclusive program that considers all aspects of students' development. This is viewed not only in terms of their educational goals and outcomes, but also in terms of the students' growth into well-equipped mature adults with the ability to make informed choices for their own lives and the future. Year 10 is an exciting time for students as they begin to make choices about the subjects they will study in VCE. For some, this will also be a challenge as they consider what they would like to do when they finish school.

Some of the programs and activities that students will participate in throughout the course of Year 10 include:

- Driver Education (In-house and offsite)
- Optional tours of Cerberus
- Tours of various Universities and TAFEs
- Work Experience
- Subject selection interviews
- Careers interviews (available by appointment)
- Access to fortnightly Careers Information Newsletters
- Industry based guest speakers
- Careers Education lessons
- Optional TAFE tasters
- And more!



# PROGRAM STRUCTURE

## TIMETABLE STRUCTURE

The School's timetable consists of six 50-minute periods per day on a 10-day cycle.

SECONDARY SCHOOL TIMETABLE		
	START	FINISH
<b>Devotions</b>	<b>8.45am</b>	<b>9.00am</b>
<i>Changeover</i>	<i>9.00am</i>	<i>9.05am</i>
<b>Period 1</b>	<b>9.05am</b>	<b>9.55am</b>
<i>Changeover</i>	<i>9.55am</i>	<i>10.00am</i>
<b>Period 2</b>	<b>10.00am</b>	<b>10.50am</b>
<i>Recess</i>	<i>10.50am</i>	<i>11.10am</i>
<b>Period 3</b>	<b>11.15am</b>	<b>12.05pm</b>
<i>Changeover</i>	<i>12.05pm</i>	<i>12.10pm</i>
<b>Period 4</b>	<b>12.10pm</b>	<b>1.00pm</b>
<i>Lunch</i>	<i>1.00pm</i>	<i>1.40pm</i>
<b>Period 5</b>	<b>1.45pm</b>	<b>2.35pm</b>
<i>Changeover</i>	<i>2.35pm</i>	<i>2.40pm</i>
<b>Period 6</b>	<b>2.40pm</b>	<b>3.30pm</b>



# PROGRAM STRUCTURE

## PERIOD ALLOCATIONS

SUBJECT	PERIOD ALLOCATION (10 DAY CYCLE)
<b>CORE SUBJECTS</b>	
Christian Studies	2
English	9
Health	1
Humanities <i>(History, Geography, Civics &amp; Citizenship)</i>	6
Mathematics	9
Physical Education	4
Science	8
Sport	1
Wellbeing / Study Period	2
<b>ELECTIVES</b>	
1 selection from Block 1 <i>(including Accelerated Year 11 subjects)</i>	6
1 selection from Block 2 <i>(including Accelerated Year 11 subjects)</i>	6
1 selection from Block 3 <i>(including Accelerated Year 11 subjects)</i>	6
<b>Total</b>	<b>60</b>

## STUDY AND HOMEWORK EXPECTATIONS

Students in Year 10 will be expected to spend up to one and a half hours per night on weekdays, completing study/homework for a number of subjects. This will help students to learn important organisational skills that will assist in their future learning. Homework tasks will be varied and relate to the curriculum being taught within the classroom.

Homework may not be set every night by the subject teachers, so on these nights, students are encouraged to use their homework time in other ways. They can use their time to study for an upcoming test, to participate in some wider reading and/or plan ahead for an assignment.

Remember to never overlook quality family time. It's an important part of your child's overall development.



# PROGRAM STRUCTURE

## CAREERS AND PATHWAYS

Helping students know themselves, and their strengths, is a key part of Pathways at BHCS and the Careers Team are here to support and encourage all students to be curious about the possibilities for work and further education beyond school.

Students begin to think about what they want to do as adults as they progress from childhood through to adolescence, and in the senior years of school they start to make decisions about subjects, and a course of study, while juggling school, part-time work, family and social interests.

Some of the ways we help students in their career development decisions are by giving them:

- Access to a dedicated Pathways Website: [www.bhcspathways.com.au](http://www.bhcspathways.com.au)
- A regular Career News newsletter delivered to students email address (also accessible via the website and the regular school newsletter)
- Resume and cover letter writing assistance
- Work Experience
- Subject Selection assistance
- Opportunities to hear guest speakers from industry
- Visit to the Victorian Career Expo
- Visits to Higher Education Institutions
- Individual career counselling
- VTAC and Tertiary application assistance

The Careers Team offers these opportunities to help students discover their potential, explore their career interests, link their learning to future aspirations and ultimately discover their ability to flourish and succeed post school.

Appointments can be made to speak to the Careers Team at: [pathways@bhcs.vic.edu.au](mailto:pathways@bhcs.vic.edu.au)





# PROGRAM STRUCTURE

## CAREERS AND WORK EXPERIENCE

The BHCS Careers team runs a diverse program ranging from class lessons to 1:1 interviews. The program includes visiting a range of tertiary providers, and inviting guest speakers from diverse career settings.

The aims of these programs are:

- To facilitate self-exploration and create an awareness of values, strengths and interests.
- To learn about the job market and specific careers.
- To provide experience in coping with new situations and people – thus developing their self-confidence, initiative, and independence.
- To give students an opportunity to explore their employment or career options.
- To foster opportunities for parents and children to discuss students' futures.
- To allow students to observe the relevance of their school curriculum.

**All students in Year 10 will participate in one week of Work Experience placement, taking place at the end of Term 2.**

This is an opportunity for students to spend time in a workplace environment, allowing them to explore possible career pathway options. The program is monitored and employer feedback compiled on the student's performance.

To assist students in preparing for work experience, the Careers team meet with classes and are also available for 1:1 chats. Additional preparation may include role-plays, interview techniques and personal presentation discussions.



# PROGRAM STRUCTURE

## CSEN EXTRA-CURRICULAR ACTIVITIES

As the School is part of the Christian School Events Network (CSEN), students are presented with opportunities to be part of a range of interschool events including Interschool Sports, Theatresports, Debating opportunities, Chess Tournaments and more.

### CSEN SPORTS

Students are given the opportunity to participate in a number of different sports, carnivals and Rally Days throughout the year. Each year, students who qualify through our House carnivals are given the opportunity to compete in Eastern Region Swimming, Eastern Region Athletics and State Cross Country.

### CSEN MUSIC

CSEN Music gives students who play an instrument or sing in a choir the chance to meet with students from other CSEN schools who have similar interests. During Term 1, the Music team joins with others for three rehearsals, culminating in a ticketed evening public performance. There are opportunities for varied abilities and instruments and the whole event is characterised by cooperation rather than competition.

### CSEN THEATRESPORTS & PLAY IN A DAY

Theatresports is an interschool improvisation and performance competition. Competing in teams of four, students improvise a short scene or skit in response to the stimulus given. Teams are scored on their performance skills, entertainment value, and game manipulation. The chosen students participate in a workshop day then meet regularly to practice before the competition day. Places in the Theatresports team are limited and by audition only - please speak to the Drama Department for more details.

Play in a Day is a competition where students need to create, rehearse, and perform a play in a day. Teams are given performance challenges, which they must incorporate into their play, students work in small groups of four or five to create a three-scene play, which engages an audience and demonstrates their creativity.



# PROGRAM STRUCTURE

## ELECTIVE PROGRAM

Students are offered a range of new subjects in Year 10 with some choice as to which of these subjects they participate in. Choices should be based on their interests, talents, and skills. These are referred to as Elective Subjects and students are required to select three per semester.

This ensures students will get the opportunity to experience a variety of elective subjects and even provide them with an understanding of what subjects they might like to study beyond Year 10. Subjects on offer may vary each year and/or semester.

Electives are grouped into blocks. Students will complete one elective per block. At subject selection time, they will be required to number their preferences for each block. Failure to correctly indicate four different subjects from each block may result in a student having their elective choices allocated for them.

Some students in Year 10 may be given the option to study a VCE subject as their third elective. See following page for more information.

Parents are strongly encouraged to spend time discussing these selections with their children. If either students or parents have any more queries about the electives or the process involved in selection, they are encouraged to contact the Head of Secondary School to discuss this further.

### PLEASE NOTE:

*Not all of the elective subjects listed in this document will be running at one time. Classes being offered are subject to a number of factors including staffing and student interest. More information will be communicated to families in the year prior. Furthermore, new elective subjects are added from time to time and these may not have been included in the current handbook.*



# PROGRAM STRUCTURE

## VCE ACCELERATION

Dependent upon student performance in Year 9, a number of Year 10 students may be given the opportunity to accelerate and undertake a VCE Unit 1 & 2 subject in Year 10 as one of their elective choices. Accelerating provides a couple of outcomes; it gives students a taste of a VCE subject and allows them to spread the workload across 3 years.

The decision whether or not to accelerate is based on the following considerations:

- The student is considering VCE as their pathway. It is important to note that choosing an accelerated subject does not rule out the ability to select VCE Vocational Major in Year 11 or 12
- The student must be achieving a B+ in English, plus an average of B+ across Science, Mathematics and History/Geography
- An endorsement from English Teacher and/or Homegroup Teacher
- Applications for acceleration are made to the VCE Coordinator
- Final determinations are made by the VCE, VCE VM & VET Coordinator, the Head of Secondary School, and the Deputy Principal.

The students will be notified towards the end of the year about which subjects they can access as a VCE subject, if permitted to.

Some students may be permitted to undertake a subject on probation. For students on probation, special requirements will be established with regard to the student's conduct and performance. Should the student not meet these requirements following a scheduled review, the student will be requested to cease study of the subject.

Parents who are concerned about their child's performance should contact the relevant teachers and discuss measures to assist the student to maintain an appropriate performance level. Support for students and families, is available through the VCE, VCE VM & VET Coordinator, Pathways/Careers Advisor, and Head of Secondary School.

Students who are considering accelerating into a VCE subject should make attending the Term 3 Pathways Information Night a priority. Topics for VCE subjects will vary from year to year.

More information regarding the requirements of studying a VCE subjects, and what options are available beyond Year 10 can be found in the VCE/VM Pathways (Year 11 & 12) Information Handbook, available on the [School's website](#).



# PROGRAM STRUCTURE

## WELLBEING

BHCS has implemented a fortnightly wellbeing class that includes discussions about current social issues through the lens of a Christian worldview. This is facilitated by the Homeroom Teacher. Wellbeing lessons are designed to promote the physical, emotional, and spiritual health of students in Secondary School.

The School's Christian worldview is integrated into the wellbeing program through emphasising the importance of nurturing a relationship with God and developing a biblical perspective on mental health and wellbeing. This helps students and staff to understand that mental health is not just about managing symptoms, but about cultivating a healthy relationship with God and with others.

The wellbeing program also emphasises the importance of community and social connections. Students and staff are encouraged to participate in extracurricular activities, assemblies with guest speakers, BOOM days and whole-school events, which provide opportunities for social engagement and personal growth. This supports students in building a sense of belonging and support within the school community.

Overall, the wellbeing program is designed to promote a holistic approach to mental health and wellbeing, incorporating evidence-based strategies and a Christian worldview. By providing students and staff with the tools and support they need to maintain good mental health, BHCS is helping to create a culture of resilience, kindness, and compassion within the student body.



# CORE SUBJECTS

## CHRISTIAN STUDIES

### OBJECTIVES

- To instil an interest in God’s Word.
- To develop a knowledge of Christ and trust in God.
- To teach students how to apply the Bible to everyday issues and our lives.
- To help students to understand the progress of the story in The Bible and the way that God continues to work throughout history and today.

### CONTENT

The course covers a series of topics relating the Bible to issues of Christian living and an overview of the history of the Church.

- Biblical Study
  - The place of the Bible today
  - Reading and understanding Biblical texts
  - Overview of the Bible as a Big Picture

### ASSESSMENT

Assessment for this subject may include following:

- Book work during class
- Participation in class
- Assignment work
- Other presentation work and quizzes



# CORE SUBJECTS

## ENGLISH

### OBJECTIVES

- To gain a critical understanding of language as an instrument for clear, honest and effective communication
- To write in a fluent, coherent and grammatically appropriate manner
- To write in different modes, suitable for different audiences
- To read with understanding both set texts and wide reading novels, responding orally and in written form
- To communicate clearly and fluently in both a formal and an informal manner

### CONTENT

- Speaking and Listening
  - Reading aloud
  - Formal oral presentations
  - Informal class and group discussion
  - Debating

- Reading
  - Students are to read/view and respond to a range of texts, including novels, short stories, newspaper articles, and films.
  - The study of the set class texts will involve various activities, including analytical and creative writing, oral work, drama, and thematic studies.
- Writing
  - Participate in a range of writing types
  - Develop writing techniques
  - Planning and drafting
  - Mechanics of writing (spelling, punctuation, grammar)
  - Vocabulary extension

### ASSESSMENT

Assessment for this subject may include following:

- Taking part in discussion sessions
- Reading and studying the texts closely
- Completing written assignments and essays
- Giving oral presentations
- Written Exams



# CORE SUBJECTS

## CIVICS & CITIZENSHIP

### OBJECTIVES

The Civics and Citizenship curriculum aims to ensure that students develop an understanding of the following key areas:

- Understanding of Australia's system of government through comparison with another system of government in the Asian region
- Australia's roles and responsibilities within the international context, such as its involvement with the United Nations
- The purpose and work of the High Court
- The values and practices that enable a democratic society to be sustained.

Students will explore key questions including:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

### CONTENT

- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

### ASSESSMENT

Assessment for this subject may include the following:

- Written tests
- Research assignments
- Essays
- Project work
- Classwork





# CORE SUBJECTS

## GEOGRAPHY

### OBJECTIVES

The Geography curriculum aims to ensure that students develop:

- A sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world;
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world;
- The ability to think geographically, using geographical concepts;
- The capacity to be competent, critical and creative users of geographical methods and skills
- The capacity to be informed, responsible, and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

### CONTENT

- Environmental change and management
- Geographies of human well-being

### ASSESSMENT

Student's assessment is based on the following:

- Fieldwork report
- Group oral presentations
- Case studies
- Classwork
- Research and inquiry projects



# CORE SUBJECTS

## HEALTH/PHYSICAL EDUCATION

### COURSE DESCRIPTION

Health and Physical Education (PE) classes will incorporate both theoretical and practical components. Over each semester students will cover a variety of topics, where they will learn to critically analyse and apply Health and PE information to devise and implement strategies for maintaining healthy and active habits.

### OBJECTIVES

- To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance specific to particular sports.
- To develop a Christian perspective toward competition, in that the activity is for the enjoyment of 'all', and to develop respect for the efforts of others regardless of their ability.
- To share in the planning and administration of sport experiences.
- To work effectively within a group towards common goals, such as teamwork, sportsmanship, and co-operation.
- To develop and apply knowledge about umpiring, warming up and training.

### CONTENT

Sport Education Physical Education Program (SEPEP) includes: Badminton, Basketball, Cricket, European Handball, Football, Netball, Soccer, Softball, Tennis, and Volleyball.

SEPEP involves the students taking on responsibilities for organising and planning much of their sport lessons, including warm up, skill development (peer teaching), management of a team, umpiring and scoring.

As part of a team within the class students work together through a series of sports and are rewarded for their teamwork, organisation, performance and sportsmanship. This culminates in a finals series and an overall winner based on the above categories.

Health topics include:

- Challenge, risk and safety
- Promoting healthy communities
- Personal identity and relationships
- Sexual health
- Nutrition for good health

### ASSESSMENT

Assessment for this subject may include following:

- Participation
- Fitness Testing
- Involvement in the SEPEP Program
- Leadership of class warm up and skills
- Written tests
- Project work
- Group work
- Risk assessments



# CORE SUBJECTS

## HISTORY

### OBJECTIVES

The History curriculum aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- Understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance;
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

### CONTENT

- Rights & Freedoms (post war to modern day)
- Globalising the World
- What are the international, national, and personal impacts & significance of World War II?

### ASSESSMENT

Assessment for this subject may include following:

- Written tests
- Classwork
- In-depth Studies: Written, Oral, Slides, Graphs, Maps, Annotated Illustrations, Reviews
- Essays
- Project Work
- Exams



# CORE SUBJECTS

## MATHEMATICS

Mathematics provides students with essential skills and knowledge, as it develops the numeracy capabilities that all students need in their lives. It also provides the foundations for further study of Maths. All students study the Australian Curriculum up to the end of Year 10. From Year 10, the curriculum provides pathway options suitable for students of differing abilities and interests, and with a range of future career and study plans.

### OBJECTIVES

To ensure that students are confident communicators of mathematics, able to investigate, represent, and interpret situations in their personal and work lives and as active citizens.

To help students develop an increasingly sophisticated understanding of maths concepts and can pose and solve problems, and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students should be able to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

### STRUCTURE

At Year 10, there are two different streams: General Maths and Mathematical Methods. General Maths classes are designed to provide a solid foundation for Year 11 General Mathematics, while also catering for students who do not necessarily intend to undertake further studies in mathematics. Students in Maths Methods will focus on building algebraic skills in preparation for advanced study of mathematics in VCE.

### CONTENT

In all topics, attention is paid to revisiting concepts and skills introduced in the previous year to provide a foundation for new learning. All Year 10 students are expected to own the appropriate calculator as these are used extensively throughout the courses.

*General Mathematics:* Topics covered may include Algebra, Coordinate Geometry, Simultaneous Linear equations, Financial Mathematics, Trigonometry, Surface Area and Volume, Statistics. There is also some emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

*Mathematical Methods:* Topics covered include Indices, Algebra, Coordinate Geometry, Simultaneous Linear Equations and Inequations, Trigonometry, Statistics, Probability and Quadratics.

### ASSESSMENT

Assessment for this subject may include following:

- Assignments and tests
- Summary or review notes
- Classwork
- Quizzes
- Problem-solving and modelling tasks
- Examinations



# CORE SUBJECTS

## SCIENCE

### OBJECTIVES

- To develop an appreciation in the student of the beauty, order and complexity of God's creation.
- To teach students scientific and experimental skills of accurate observation, exploration, classification, discrimination, communication and recording.
- To teach students to use scientific concepts, terminology, apparatus, principles and application.
- To appreciate science as relevant to themselves and society.

### CONTENT

- Biology
  - Genetics
- Physics
  - Motion
  - Astronomy
- Chemistry

### ASSESSMENT

Assessment for this subject may include following:

- Maintaining a complete set of notes
- Set exercises and revision sheets
- Class discussions
- Project work
- Practical laboratory work
- Written laboratory reports
- Topic tests
- Written exams



# ELECTIVE SUBJECTS

## AGRICULTURAL SCIENCE

### COURSE DESCRIPTION

Year 10 Agricultural Science takes an interdisciplinary approach to the exploration of food and fibre production, with an overarching focus on land cultivation and the raising of plants and animals through evidence-based, sustainable and ethical practices.

Students consider the role of agriculture and horticulture from local, state, national and global perspectives.

Students conduct primary and secondary research to design and evaluate sustainable practices, understand challenges and current issues, propose solutions and determine best practice.

Practical tasks are integral to Agricultural Science and may include: plant and/or animal management; experiential field trips; scientific trials, experiments and data analysis and investigative reporting on best practice.

### TOPICS

Topics of study include:

- Growing food and fibre using sustainable techniques. This includes practical experiences in growing food and 'hands on' excursions to farms.
- Analysing changes in agriculture due to climate change biological resistances and threats to biodiversity and biosecurity. This topic includes analysis of primary and secondary data.
- Pathways to careers in Agricultural Science.

### LEARNING OUTCOMES

On completion of this unit, students will have:

- Gained an understanding of the role of agricultural and horticultural industries in local, state, national and global contexts
- Developed awareness of the breadth and viability of career pathways and employment opportunities in food and fibre production
- Developed understanding of ethical and sustainable land, water, plant and animal management
- Engaged in applied, experiential tasks to extend understanding of agricultural and horticultural practices
- Analysed challenges to food and fibre production including climate change, biological resistances and threats to biodiversity and biosecurity



# ELECTIVE SUBJECTS

## BUSINESS STUDIES

### COURSE DESCRIPTION

Business studies is a commerce elective providing pathways into the areas of VCE Business Management and Accounting. A semester long subject, students develop an understanding of the core principles of small business ownership incorporating single entry Accounting and bookkeeping.

Students will work both individually and in teams to demonstrate and apply their understanding through a combination of traditional and project-based assessments including simulations, research investigations and micro business operations.

### TOPICS

Topics of study include:

- Accounting for small business (Classifications, Balance Sheet and Income Statement)
- Motivations for small business ownership
- Success and failure in business
- Business ownership structures
- Business contributions to economy and society
- Management styles and skills
- Strategies to optimise productivity
- Human Resources/ Workforce Management
- Corporate and Social Responsibility (CSR)

### LEARNING OUTCOMES

On completion of this unit, students will be able to:

- Identify and classify accounting transactions.
- Gather and interpret financial information through the construction and analysis of financial statements.
- Explore a variety of business concepts such as ownership, structure, management styles and skills, planning, productivity and workforce management.
- Understand the factors that influence major consumer and financial decisions.
- Explain how businesses improve productivity through organisational management.
- Gather relevant and reliable data and information from a range of digital, online and print sources.



# ELECTIVE SUBJECTS

## DESIGN AND TECHNOLOGIES - CAFÉ SKILLS

### COURSE DESCRIPTION

In this unique elective, students have the opportunity to broaden their hospitality skills and knowledge.

The course aims to teach students about the hospitality industry, with a specific focus on front of house. Students will explore practical and theory elements, while learning skills including table setting and service, menu planning, some food creations, coffee making and food safety.

Like with other hospitality subjects, this unit has a focus on preparing students with job ready skills, often required for part-time employment in the Hospitality Industry.

### TOPICS

Topics for this subject include:

- Safety and Food Hygiene
- Menu planning
- Dietary requirements
- Coffee making
- Table service
- Petit Fours and High Teas
- Chocolate Making
- The Hospitality Industry

### LEARNING OUTCOMES

At the completion of this subject, students should have gained:

- An understanding of the hospitality industry, specifically the front of house.
- Competence in a variety of coffee and chocolate making skills, as well as knowledge of the coffee and chocolate industries.
- Menu design skills, and a variety of menu options.
- Skills to begin working in the hospitality industry.
- Social and employability skills including working in teams, making responsible decisions and handling challenging situations.





# ELECTIVE SUBJECTS

## DESIGN AND TECHNOLOGIES - HOSPITALITY

### COURSE DESCRIPTION

In Year 10, students gain an understanding of ingredients and cooking methods used to make quality food products, building on the food preparation skills they may have acquired in previous years.

The course aims to teach more challenging food preparation skills while encouraging confidence in the ability to plan, design, prepare and present food. Students use a variety of cookery methods, are taught time management skills, and the responsible use of equipment. Students work with the “Technology Process,” an important generic skill for many occupations in the Design and Technology field.

The unit has a focus on preparing food for others, including job ready skills, often required for part-time employment in the Hospitality Industry.

### TOPICS

Topics for this subject include:

- Safety and Food Hygiene
- Menu planning
- Dietary requirements
- Food presentation
- Methods of cookery
- The Hospitality Industry

### LEARNING OUTCOMES

At the completion of this subject, students should have gained:

- An understanding of nutritional, well-balanced meals.
- Competence in a variety of methods of cookery.
- Social and employability skills including working in teams, making responsible decisions and handling challenging situations.



# ELECTIVE SUBJECTS

## DESIGN AND TECHNOLOGIES - WOOD

### COURSE DESCRIPTION

This is an extension of the skills developed in Year 7 and 8 and leads into VCE Product Design and Technology. Students develop a familiarity with a range of power tools. They are introduced to machines such as the disc sander, router, wood lathe, and biscuit joiner. Students are taught more advanced joinery skills and to design their own work. Students are also introduced to software applications such as CAD, Google SketchUp, etc.

### TOPICS

Topics of study include:

- Safety
- The design process
- Drawing (communications)
- Methods of joining and shaping materials
- Surface finishing
- Use of other materials for technology

### LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Choose appropriate materials for the development of items.
- Develop ideas for the design and production of items.
- Evaluate the success of simple examples of production.
- Choose appropriate wood joints and surface finishes to suit the product.



# ELECTIVE SUBJECTS

## DRAMA

### COURSE DESCRIPTION

This course will build on previous experience, and make provision for each student to develop the confidence necessary in preparing for performances. Students will work individually and in small groups within the classroom to rehearse and present a performance to a live audience. Students will study elements of performance as well as stagecraft.

### TOPICS

This unit introduces students to the elements of drama and puts them to work in scripts, improvisations, stagecraft and play building. Students will create performance pieces utilising their skills in voice and movement workshops throughout the unit.

### LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Select, combine and manipulate dramatic elements to construct a performance.
- Use starting points such as observation and experiences to construct a character.
- Talk and write analytically yet informally about observations of drama.
- Rehearse and refine a performance for a live audience.
- Contribute to an element of stagecraft for the live performance.



# ELECTIVE SUBJECTS

## LANGUAGES - FRENCH

Studying a language enhances literacy skills, improves memory and brain function, helps develop critical thinking and problem-solving skills, fosters respect and understanding of other cultures, and creates employment and career opportunities. Students who have shown an aptitude for French during Years 7 and 8 are encouraged to continue with this subject in Years 9 and 10, particularly if they aspire to study French in Years 11 and 12.

### COURSE DESCRIPTION

This course seeks to give students opportunities to expand their knowledge of useful vocabulary and grammatical structures for personal communication in the target language. The course materials provide computer based support activities for class and home use. Cultural information is up-to-date and relevant to students' interests and current experiences. Students are given training in oral and aural language skills and regular practice in writing on topics or themes using unit vocabulary in a meaningful way.

### TOPICS

- Travel destinations in France and the francophone world.
- Career opportunities where French is a prerequisite.
- Popular past-times.
- Environmental issues facing Europe and the world at large.
- Current trends in popular teen culture.

Language areas that will be introduced and/or extended:

- Confident recall of the high frequency regular and irregular verbs.
- Development of the past tenses of the Passé Composé and the Imparfait.
- Understanding of use and formation of the Conditional tense.
- Formation of negative sentences.
- Questioning skills to empower students to find out information for themselves.
- Effective use of adjectives/adverbs to add interest and detail to communication.
- Vocabulary expansion to include terms of cooking, fashion, sports, technology, and family home life.

### LEARNING OUTCOMES

- Communicate at a functional level in speech and writing using French.
- Comprehend native French speakers who are aware that they are second language learners.
- Appreciate both the satisfaction and the challenges of learning another language.
- Be more informed and aware of the contributions made by a culture different to their own
- Be aware of the value of second language learning and its benefits to many career paths in the global economy of the 21st century.



# ELECTIVE SUBJECTS

## LEGAL STUDIES

### COURSE DESCRIPTION

This course will run for a semester and provides students with a great introduction to our legal and political system. After an initial topic on the basics of the political and legal system, the main focus will be on how the law impacts on young people. The course is an introduction for those who are new to the subject and will give students a taste of what is studied during VCE Legal Studies. The subject looks at a range of issues to help develop students' knowledge about their rights and responsibilities.

### TOPICS

Topics for this subject include:

- **Conflict**
  - Here we examine the role of the legal system, ways that disputes are settled and procedures in the court system. We look at various aspects under the heading of 'Are you old enough?' including issues related to school and part time work.
- **Contracts**
  - Did you know that when you buy something you are entering into contract? What happens if you buy something that doesn't work? You have RIGHTS! Find out what they are. The focus here will particularly be on contracts that young people are likely to enter into e.g. mobile phones, buying goods online, etc.

- **Cars**
  - What are your rights and responsibilities as a driver? Here you gain knowledge about the legal issues to do with some of the laws that drivers on their Ls need to follow and how to prevent a legal problem relating to driving on Ls.

### LEARNING OUTCOMES

At the completion of this subject, students should be able to:

- Develop an awareness of how disputes are resolved through the court system and other methods of dispute resolution.
- Understand the legal obligations and rights involved in contracts especially as they pertain to young people.
- Develop and understand their rights and responsibilities as young drivers.



# ELECTIVE SUBJECTS

## MUSIC

### COURSE DESCRIPTION

This music elective is designed for students who appreciate music and seek to use their musical knowledge and skill to compose, perform and analyse music of similar style to their genre of interest. No previous instrumental skills are required; however, an enjoyment of music is essential.

Performance will incorporate both solo and group opportunities.

### TOPICS

Topics covered in this unit include:

- Theory of music
- Aural and musicianship skills
- Musicology
- Instruments (guitar, keyboards, bass, drum-kit, vocals, ukulele, concert band instruments)
- Performance

### LEARNING OUTCOMES

This course aims to:

- Further students' ability to play an instrument.
- Encourage participation in musical groups.
- Increase rehearsal and ensemble skills



# ELECTIVE SUBJECTS

## OUTDOOR AND ENVIRONMENTAL STUDIES

### COURSE DESCRIPTION

Outdoor and Environmental Studies focuses on both practical and theory-based elements on how we view our environment.

This course gives students the opportunity to participate in activities that will help them develop practical and team-based skills alongside their peers. Students have two specific outdoor activities per semester, which will include an excursion and reflection activities. Students learn about the physical skills required to undertake these activities, while developing an understanding of how to do them safely within a chosen environment.

This course further involves a commitment to protecting our environment by ensuring a sustainable future for ourselves and future generations. Through continuous improvement, we strive to be better tomorrow than we are today. Students are taught that learning about sustainability starts with looking at everyday practices. Students are encouraged to reason about why different practices are needed while learning to understand the impact their actions have on the planet.

### TOPICS

Topics and activities for this elective may include:

- Outdoor Rock Climbing
- Mountain Bike Riding
- Risk Management
- Indigenous Australians and the land
- The study of healthy wetlands
- Bush regeneration
- Water, land and rock environments

### LEARNING OUTCOMES

At the completion of this subject, students should be able to:

- Demonstrate personal development and growth through targeted personal reflection activities.
- Work with their peers to achieve goals through team based activities and games.
- Appreciate outdoor activities, while understanding the safety required in doing these activities, as well as the skills and fitness required to participate in these activities.
- Appreciate the environment in which these activities take place.
- Demonstrate skills in research, team work and project completion.
- Explain sustainability and appreciate the need for sustainable practices for future generations.

### IMPORTANT NOTE

The Outdoor and Environmental Studies elective incurs an additional cost due to the camps and excursions associated with it.



# ELECTIVE SUBJECTS

## PROJECT-BASED LEARNING

### COURSE DESCRIPTION

Approximately one third of senior students in Victoria choose to do a VCE Vocational Major (VCE VM) as their chosen VCE pathway.

This elective is designed as a taster for students considering undertaking the VCE VM Program (formerly VCAL) in Years 11 and/or 12. The elective provides a great opportunity for students who prefer to learn in a hands-on way. Completing practical projects allows individuals to develop their own skills whilst working collectively with others in a community-based project.

Students will complete projects both inside and outside the classroom, gain exposure to competency-based learning and understand how learning outcomes can be met in a variety of practical ways.

### TOPICS

Topics and activities for this elective may include:

- The project life cycle
- Project plan
- Materials and costing
- Project safety measures
- Personal development skills
- Practical learning

### LEARNING OUTCOMES

At the completion of this subject, students should be able to:

- Identify project needs, solutions to project briefs and resource requirements
- Plan project timelines
- Budgeting
- Risk management strategies
- Key performance indicators
- Modifications or corrective actions
- Project handling
- Project analysis and reflection
- Presentation skills

Students also build on the following employability skills throughout the elective:

- 21<sup>st</sup> Century Skills
- Communication
- Planning and organising
- Self-management
- Technology skills
- Problem-solving
- Learning
- Initiative and enterprise





# ELECTIVE SUBJECTS

## SCIENCE, TECHNOLOGY, ENGINEERING AND MATH - STEM

### COURSE DESCRIPTION

STEM is an acronym for Science, Technology, Engineering and Math education. It is an interdisciplinary approach that helps students succeed in college and in their future careers. The focus of a STEM education is hands-on, problem-based learning. Through STEM, students develop key skills including: problem solving, creativity and critical analysis.

Students engage in:

- Producing a product from a design brief.
- Practical research project of student's own choosing.
- Completion of an engineering task collaboratively.
- Analysis of primary and secondary data.

### TOPICS

Topics covered in this unit may include:

- Designing and building a model car to a brief
- Learning to analyse secondary data online: Race cars
- Research: A topic of student's own choice concerning climate change and ways to solve it
- Engineering Challenge: Paper and tape roller coaster
- Running a Fair test: Variables and controls, includes a practical investigation
- Practical research project of student's own choice.

### LEARNING OUTCOMES

On completion of this subject, students will have:

- Developed skills in logical and critical thinking and problem solving.
- Developed practical experimental skills including executing fair tests.
- Developed skills in combining maths, science, engineering and maths to achieve particular outcomes that are superior to these subjects alone.
- Developed research skills in both practical and textual forms.
- Developed skills in analysis of data.
- Developed skills in the appropriate communication and presentation of STEM research.



# ELECTIVE SUBJECTS

## VISUAL ART - ART

### COURSE DESCRIPTION

Students evaluate how visual representations communicate artistic intentions in artworks they make and view. They evaluate artworks from different cultures, times and places including the work of Aboriginal and Torres Strait Islander artists. During this study, students analyse connections between visual conventions, practices, and viewpoints that represent their own and others' ideas while identifying influences of other artists' on their own artworks. Students manipulate materials, techniques, and processes to develop and refine their ideas and subject matter in their own artworks. This subject can lead to further study in VCE Art Creative Practice and/or Visual Communication and Design.

### TOPICS

Topics include:

- Painting
- Drawing
- Mixed Media
- Printmaking
- Art appreciation

### LEARNING OUTCOMES

At the completion of this subject, students should be able to:

- Conceptualise and develop representations of themes, concepts, or subject matter to experiment with their developing personal style while reflecting on the styles of other artists.
- Develop, manipulate, and refine materials, techniques, and processes to represent their own artistic intentions.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and international artworks including those from the Asian region.



# ELECTIVE SUBJECTS

## VISUAL ART – CERAMICS

### COURSE DESCRIPTION

Students will be introduced to the basic construction methods in their explorations of clay and the way it can be formed, shaped, and joined. This will include methods of building (including pinching, coiling, slab construction and slab/coil combinations), throwing (including centring, pulling up and turning). They will also learn about basic glazing techniques and be encouraged to experiment with creative ways of glazing their works. Students will be encouraged to research and learn about the composition of glazes and how they work in firing.



### TOPICS

Through the course, students will look at:

- Traditional pottery styles within various cultures
- Clay sculpting and joining techniques
- Glazing and decorating

### LEARNING OUTCOMES

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

- Explore and apply ideas inspired by the style of other artists in their own artworks
- Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions
- Use materials, techniques and visual conventions can express ideas in their artwork
- Analyse, interpret and evaluate a range of visual artworks from different cultures and contexts.



# ELECTIVE SUBJECTS

## VISUAL ART – TEXTILES

### COURSE DESCRIPTION

The textiles course offers an enriching journey through the art of fabrics. Students will be introduced to fundamental techniques, including sewing, embroidery, and fabric manipulation. Throughout the course, students will explore the rich history of textiles, gaining insights into its cultural significance across civilisations and time periods. They learn fundamental sewing skills, looking at both hand stitching and machine operation.

### TOPICS

Through the course, students will look at:

- Sewing
- Embroidery
- Felting
- Fabric manipulation (dying, printing)
- Art Appreciation

### LEARNING OUTCOMES

At the completion of this unit students should understand:

- Basic sewing skills: hand stitching & machine operation & embroidery
- How to apply a theme, concept or subject matter when making their artworks.
- How to reflect on the connections between their own artworks and artworks from different contexts and cultures.



# ELECTIVE SUBJECTS

## VISUAL COMMUNICATION DESIGN - ARCHITECTURE

### COURSE DESCRIPTION

In this elective student embark on a captivating journey into the world of architecture, exploring the design processes and techniques that shape our built environment. Through the use of the design process, students will learn to generate architectural concepts and evaluate their ideas. They'll learn to visualize and communicate ideas through sketches and digital tools, understanding how form, function, and aesthetics intersect. Using digital software, students learn how to complete floorplan drawings, digital renders, planometric drawing and scale models to realise their architectural concepts.

### TOPICS INCLUDE

- Building design
- Floorplan & elevation drawing
- Planometric drawing
- Model making

### LEARNING OUTCOMES

At the completion of this unit students should be able to

- Use technical drawing conventions to communicate designs.
- Understand the influences and constraints on the brief E.g. Target audience, purpose, context.
- Use the design process along with creative, critical and reflective thinking to generate, develop and refine ideas.
- Use digital software competently to present finished concepts

### IMPORTANT NOTE

It is essential that students intending to undertake Visual Communication Design have a suitable laptop available to run Adobe Creative Suite (e.g. Adobe Photoshop and Illustrator) programs. This is especially important if they wish to continue these subjects in Year 11 and 12.



# ELECTIVE SUBJECTS

## VISUAL COMMUNICATION DESIGN - GRAPHIC DESIGN

### COURSE DESCRIPTION

The Year 10 Graphic Design elective invites students into the dynamic world of visual communication. Through hands-on projects and creative exploration, students will learn the fundamentals of graphic design, including layout, typography, design elements and principles, and digital software. This elective fosters critical thinking as students analyse visual communications and apply the techniques used by designers in their own work. Students will use the design process to generate design concepts and then resolve their ideas using both manual and digital methods.

### TOPICS

- Packaging Design
- Typography and Layout design
- Illustration Design

### LEARNING OUTCOMES

At the completion of this unit, students should be able to:

- Experiment with combinations of materials and media, design elements and principles to develop and refine visual communications.
- Understand the influences and constraints on the brief E.g. Target audience, purpose, context.
- Use the design process along with creative, critical and reflective thinking to generate, develop and refine ideas.
- Use digital software competently to present finished concepts

### IMPORTANT NOTE

It is essential that students intending to undertake Visual Communication Design have a suitable laptop available to run Adobe Creative Suite (e.g. Adobe Photoshop and Illustrator) programs. This is especially important if they wish to continue these subjects in Year 11 and 12.



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# YEAR 10 CURRICULUM BOOK

## BELGRAVE HEIGHTS CHRISTIAN SCHOOL

OF THE PRESBYTERIAN CHURCH OF VICTORIA INC. (A0016947K)

