

 **Loreto**
COLLEGE BALLARAT | EST. 1875

Year 10 Information Book 2018

Name:

The Year 10 Curriculum

In Years 7 to 9, students experience a curriculum which is based on the principle of a comprehensive core of subjects which cover all of the key learning areas. As students move closer to their senior student years, it is appropriate to allow them some choice in the curriculum.

The two blocks of study are:

- Block 1: Core
- Block 2: Elective Studies

These blocks are designed to ensure that students have access to all of the learning areas while also offering them the chance to develop their academic aptitude, skills and interest in specific areas.

This should equip students with the academic skills and experiences to draw upon when making choices for their senior secondary years later in 2017.

Timetable for 2018

The Loreto College Ballarat timetable is based on a **6 period day**. Each period runs for **50 minutes** and there are 60 periods in a cycle. Each cycle runs **over two weeks**.

The following outlines the period allocation and structure of each of the blocks of study.

BLOCK 1: CORE

All Year 10 students will study the following Core studies in 2018:

- **RELIGIOUS EDUCATION** 4 Periods per fortnight
- **ENGLISH** 9 Periods per fortnight
- **MATHEMATICS:** 9 Periods per fortnight
 - Mathematics A
 - Mathematics B **(Students select one of these)**
 - Foundation Mathematics Unit 1 & 2
 - VCE General Mathematics Unit 1 & 2 #
- **HUMANITIES** 5 Periods per fortnight
- **SCIENCE** 9 Periods per fortnight (for 1 semester) *
- **STRIVE** 4 Periods per fortnight #

STRIVE recognises the need for students to maintain a balance between academic study and physical and mental health. Individual units within the STRIVE program, focus on one of four key areas:

Physical Activity Recreational Pursuits Personal Wellbeing Pathways and Careers

Students will need to apply to complete this Unit 1 & 2.

* Students need to complete a minimum of one non-VCE Science Units over the year

BLOCK 2: ELECTIVE STUDIES—9 periods for 1 semester

The aim of this block of studies is to provide an opportunity for students to:

extend and further develop the skills and knowledge introduced to them in the Core studies

study certain topics or learning areas in more depth

provide a pathway to senior secondary studies including the study of VCE Units 1 and 2

While most of the Elective Studies are semester length units, there are some studies which run for the full year. (eg. LOTE Cert. II).

KEY LEARNING AREA

ELECTIVE STUDY

◆ Religious Education	Year 10 Philosophy
◆ Arts	Year 10 Art
	Year 10 Drama
	Year 10 Media
	Year 10 Dance
	Year 10 Music—Solo
	Year 10 Music—Performance Ensemble
◆ English	English Literature
	English Language
◆ Health & Physical Education	Year 10 Sports Science
	Year 10 Health
◆ Humanities	Year 10 Commerce
	Year 10 Sociology
	Year 10 Legal Studies
	Year 10 International Studies
◆ LANGUAGES	French—Certificate II in Applied Language in conjunction with RMIT
	Japanese—Certificate II in Applied Language in conjunction with RMIT
◆ Mathematics	Mathematics Enrichment
◆ Science (must choose at least 1)	General Science
	Applied Science
	Chemistry
	Biology
	Physics
◆ Technology	Year 10 Food and Technology
	Year 10 Multimedia

VCE Units 1 & 2 Subjects you may wish to apply for:

Dance, Health and Human Development, Business Management, Legal Studies, Biology,

Product Design and Technology, Sociology, Food and Technology, Psychology

STUDYING A VCE UNIT 1 IN YEAR 10

Year 10 students can choose, upon application and approval, to study a VCE Units 1 and 2 subject in their Year 10 year. This offers them the opportunity to accelerate learning and begin their VCE studies in Year 10.

The particular VCE Units 1 and 2 available to Year 10 students varies from year to year as this is dependent on the structure of the VCE timetable and the number of places available in these classes.

Studying a VCE Units 1 and 2 subject in Year 10 is not for every student and we encourage students and parents to discuss this option carefully with their daughter's Mentor Teacher and her subject teachers.

To apply to study a Units 1 and 2 subject in Year 10 students will need to complete an **on-line form which can be found on the College website**

LORETO COMMUNITY

- Students, Parents & Staff
- Past Pupils – Loreto Girls
- Volunteering Time and Talent
- Philanthropy
- Loreto Voices
- PAM and SIMON

Current Forms / Links

VCE Subject Selection Process

NOTE: Applicants will need to log onto their Loreto Google account before accessing the form. Please see Mr Walsh for assistance if necessary

- [Unit 1 & 2 Application Form](#)
- [Unit 3 & 4 Application Form](#)

They will also participate in an interview with one of the Deputy Principals.

Students will need to meet the following criteria :

- Graded performances of 85% plus or 'Excellent' in the relevant Year 9 subject(s)
- A high level of class room organisational skills
- A record of prompt completion of all home study tasks
- A high level of class room behaviour
- A record of submission of all tasks on time
- A portfolio of work related to the proposed VCE Units 1 and 2 study

Any student who does not fully meet each of these criteria will not be considered for a VCE Units 1 and 2 study as a Year 10 student.

Year 9 teachers will be asked to assess each student's level of commitment to learning by commenting on the following areas:

- Level of classroom organisational skills
- Completion of home study tasks
- Ability to meet due dates
- Classroom behavior
- Consistency in all of the above areas are essential

USING THIS BOOKLET ...

The remaining pages of this booklet give a brief written overview of all the Core and Elective Studies in Year 10, 2018. Each study includes the following information:

Why study the subject?

What knowledge will I gain by studying the subject?

How will the subject be assessed?

Where to next?

Also included is:

The name of the Faculty to which the subject is linked (eg. Mathematics)

The duration of the subject (semester length or year long) **(eg. S or Y)**

Whether the subject is Core or Elective Study **(eg. C or E)**

The contact person/Who to Ask – Faculty Leader

The overview for VCE Units 1 and 2 subjects have a slightly different format and are taken from the Senior Secondary Handbook.

Making Your Choices ...

Read through this Information Booklet thoroughly . As you do so, you should:

Rank your choices for the Elective Studies

Decide about Mathematics. It is important to talk to your current Mathematics teacher about your choice. To assist with this, your Year 9 Mathematics teacher will be sending home a letter of recommendation in mid Term Three.

If you are considering applying for General Mathematics units 1 & 2, you will need to discuss this with your current Mathematics teacher to ensure that you have the study skills and Mathematical foundations to complete these VCE Units.

Ask your relevant subject teacher if you have questions or concerns about a subject. If you have any questions regarding general curriculum issues, you can contact Ms McDonald.

New subject selection process for 2018.

This year for the first time we will be requiring students to enter their subject preference on line.

Parent and student Information sessions will be held throughout July 2017.

In August all students in Years 9-11 will receive an email via their school email account providing them with a web Preferences link, an individual student access code and password. Students are required to complete their subject preferences by:

Year 10 2018 Wednesday 23rd August, 2017.

Thinking Beyond Year 10 ...

It is important to recognise that the class room activities and assessment tasks completed in Year 10 are designed to allow you to make the transition to senior secondary studies as easily and as smoothly as possible. What you do in all classes throughout Year 10 is important because it will have an impact on the knowledge, skills and work habits you bring into your senior secondary years.

One significant example of this is your level of preparedness to do a VCE Units 3 and 4 study as a Year 11 student. Each year, a significant number of Year 10 students apply to do a VCE Unit 3 and 4 study as a part of their Year 11 program. To ensure that you are ready for this challenge you must meet a range of criteria.

You show that you have:

Graded performances of 85% plus or 'Excellent' in the relevant Year 10 subject(s)

A high level of class room organisational skills

The prompt completion of all home study tasks

A high level of class room behaviour

Submission of all tasks on time

A portfolio of work related to the proposed VCE Units 3 and 4 study

If you do not fully meet each of these criteria you may not be considered for a VCE Units 3 and 4 study in 2019 as a Year 11 student.

Communication with Parents

The education of students at Loreto is a partnership between the College and parents who work together to support each student in the achievement of her goals. The College facilitates this partnership through:

- Provision of information sessions for students and parents including the Subject Selection Evening in Year 10 and VCE Parent Partnership sessions run at the beginning of the year.
- Contact from teachers when needed
- Parent Teacher Student Interviews in Term 2 and Term 3
- and importantly through the use of the on-line portal **Parent Access Module (PAM)** from which parents can gather regular up-to-date information about their daughter's academic progress including :
 - Homework and Assessment tasks for each subject, and the due dates for these
 - Completion of homework
 - Assessment Task results including grades and comments (where applicable)
 - Student behaviour incidents
 - Student Reports

Parents are provided with a username and password each year for The PAM which is accessed via the College webpage.

How to access PAM

Visit <http://families.loreto.vic.edu.au> to enter the Parents & Students area. Click on the link "PAM".

LORETO COLLEGE	LORETO EDUCATION	LORETO COMMUNITY	NEWS & EVENTS	CONTACT US
Vision and Mission	Enrolment	Students, Parents & Staff	Loreto Publications	Contact Us
Principal's Message	Student Wellbeing	Past Pupils – Loreto Girls	In the Media	Quick Contacts and Information
Our Heritage	Year Level Information	Volunteering Time and Talent		Online Enquiry
Religion	Academic Program	Philanthropy		Staff & Student Webmail
Facilities	Co-Curricular Activities	Loreto Voices		Sitemap
College Leadership		PAM and SIMON		
Policies				
Employment				
Library				

Parent Resources Student Resources Webmail Events Calendar SIMON PAM Newsletters

PAM


[Home > Parents & Students > PAM](#)

The Parent Access Module (PAM) enables you, as a parent, to access the latest details about your daughter's progress. After logging in to the site you will be able to...

- See the College attendance records for your daughter
- View your daughter's timetable
- Check if any homework tasks are yet to be completed
- See the results for assessment tasks and the feedback given
- Access the online reporting system for information about your daughter's progress as well as many other features of the site.

You can log in to the site with the username/password combination that has been mailed to parents earlier this year. If you need log in details to access the Parent Access Module, please contact the school by phone.

[Click here to access PAM](#)


 Loreto College
Ballarat

Parent Access Module Login

Please login with the credentials supplied by your school.

Username:

Password:



The PAM is a primary method of communication between parents and the College and is the method of delivery of student reports

Student Reports

During 2012 the College began to move to on-line reporting through the use of the PAM.

The reporting of student achievement includes the regular information available to parents on The PAM as well as formal feedback to parents through

- Three cycles of reporting during a semester
- Parent/Teacher/Student Interviews in Terms 2 and 3.

During 2018 the reporting on student achievement will be delivered through The PAM and information about details of reports will be provided at the beginning of the year when information about The PAM is posted to parents.

Parents will be able to view three reports each semester, each one at six week intervals.

- Cycle 1 reports after Week 6
- Cycle 2 reports after Week 12
- End of Semester Reports during the Semester break in June/July or at the end of the year.

**OUTLINE OF
CORE AND ELECTIVE
SUBJECTS IN YEAR 10
2018**

Religious Education

Head of RE: Mrs Felicity Knobel.

C

Y

Religion as a phenomenon is almost as old as humanity itself. It has shaped cultures and civilizations. Religious traditions have provided responses to life's big questions which form part of the human search for meaning. Moreover, these traditions have provided systems of ethics that guide people in how they should live. To learn about religion, therefore, is as important as learning about any other significant area of knowledge, as it contributes towards shaping who we are as human beings.

In particular, as a Catholic School, our vision of the world is shaped by the Catholic Christian tradition. Therefore, in Year 10, we continue the task of exploring this tradition – its beliefs, its liturgy and prayer, its ethics, stories and sacred texts. All of this contributes to our wholeness as human beings and challenges us to bring alive the vision of Jesus for today's world.

Assessment:

The work covered in this course is assessed in a number of ways. These include:

- Essay
- Film response
- Written report
- Test and exam

Other forms of assessment may also be used.

Where to next:

Completing Year 10 Religious Education forms a sound basis for moving into the Year 11 Religious Education program built around a framework of Ignatian Spirituality. If you complete the Year 10 course to a high standard and meet all the required criteria you may choose to undertake VCE Unit 3 and 4 Religion and Society in Year 11.

Religious Education

Head of RE: Mrs Felicity Knobel.

E

S

Introduction to Philosophy: Existence, Knowledge and Ethics

How do you know for certain that you are here? What if someone told you that you were just a Sim in a cosmic game, that all this was just a dream? Can you know? What is the nature of reality? Is there a God? What is truth? How can we achieve certain knowledge? What does it mean to be good? Evil? Why is there so much suffering? These are some of the questions which have faced humans for millennia and underpin ongoing endeavors in areas as diverse as science, justice and the arts. This course will introduce you to fundamental philosophical problems through active, guided investigation, and critical discussion of three key areas of philosophy: epistemology, metaphysics and ethics. The emphasis is on philosophical inquiry—'doing philosophy'. You will be part of relevant discussions on a variety of philosophical questions and consider how philosophy is relevant to contemporary society and our everyday lives.

This course will engage you in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy:

Metaphysics

- What does it mean for something to exist?
- Are you really here?
- What is ultimate reality? What is the concept of nothing?
- How does the idea of God relate to existence and non-existence?
- What are we? What is the basis of our existence and our consciousness?

Epistemology

- What is truth?
- What things can be known?
- What is the relationship between knowledge and belief?

Ethics

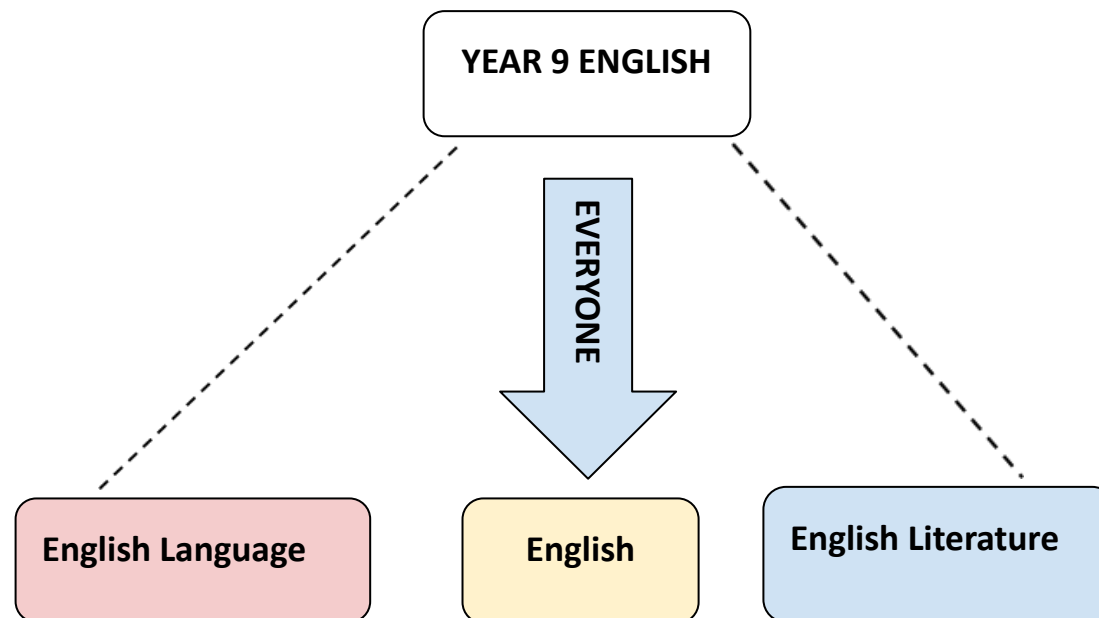
What does it mean to be good or evil?

On what basis can you make ethical and moral decisions?

Why is there so much suffering in the world?

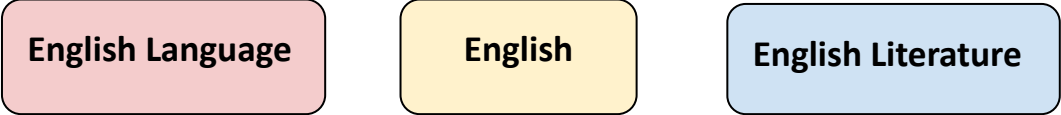
English Pathways at Loreto College

Head of English: Ms Jenna Larkin

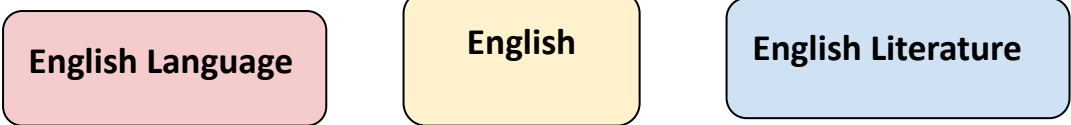


Students can choose any of the three English subjects regardless of the subjects taken in Year 10, however, it is recommended that those students interested in English Language and English Literature take these subjects at Year 10

UNITS 1 & 2
Students **must choose at least one** of the three options but may choose more than one.



UNITS 3 & 4
Students may move between subjects, however, this **not recommended**



English

Head of English: Ms Jenna Larkin

C Y

English is a core subject that is studied for the whole year.

“Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.”

(Victorian Essential Learning Standards, VCAA, 2005)

Assessment:

English is assessed on written and creative responses to texts, oral presentations and writing developed for different purposes and audience. There is an exam at the end of each semester.

Where to next:

Year 10 English provides a pathway into VCE English.

English Language

E S

If you wonder why some Australians say ‘potato cake’ and some Australians say ‘scallop’, then English Language is for you. This course will cover the fundamentals of the nature and function of the English Language. We will consider how we use language to express our identity and how the English Language has changed over time.

Assessment:

The skills and knowledge learnt will be assessed using a short answer test, an extended essay response and an oral presentation.

Where to next:

Introduction to Language provides a pathway to VCE English Language and is recommended for those who want to study English Language in Units 1 and 2.

Literature

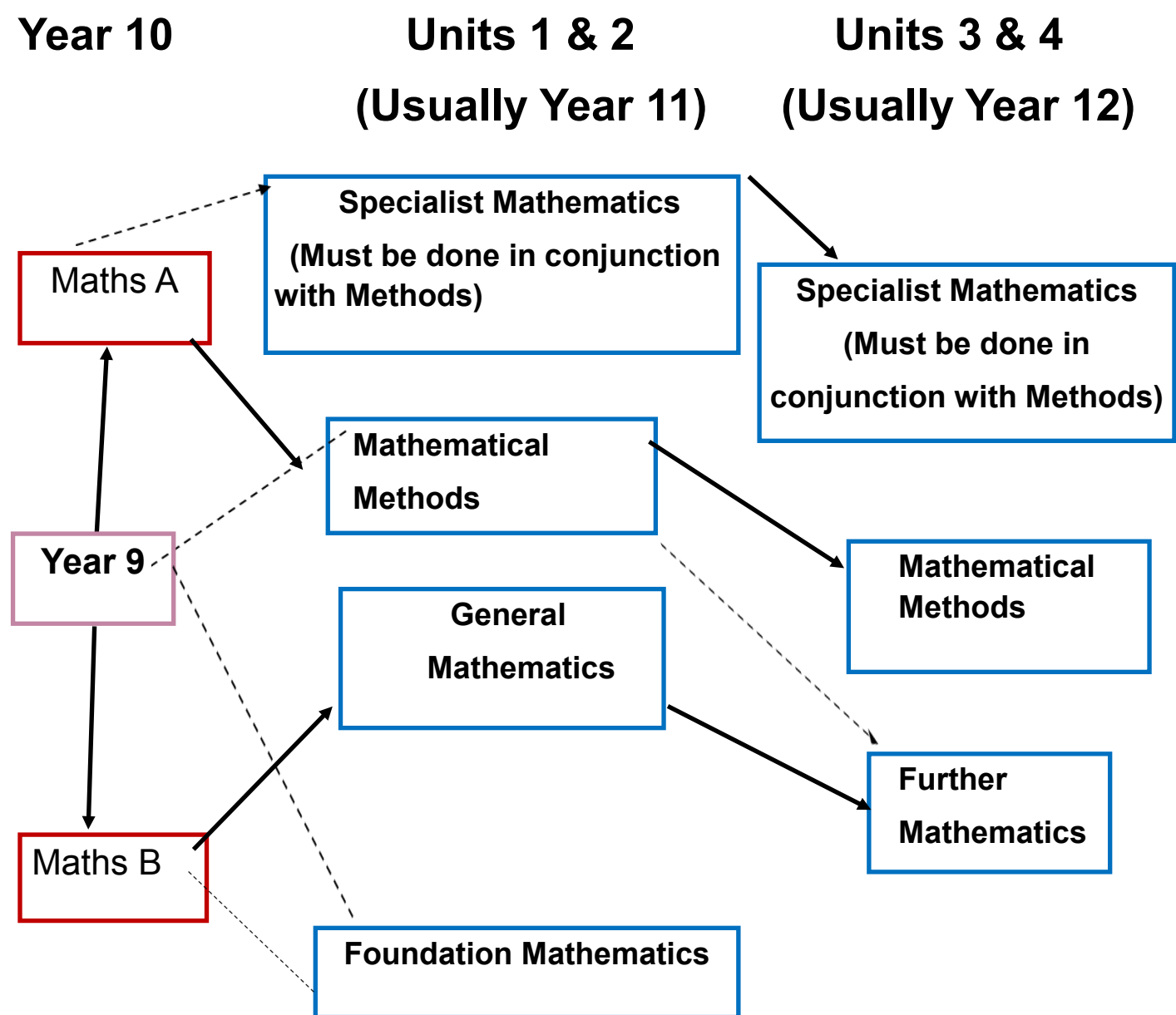
E S

If you enjoy reading and analysing novels, plays and poetry, and watching and analysing film, you will enjoy *Introduction to Literature*. The study of literary texts moves beyond reading to enjoyment. It invites you to consider and question your values, to look at other ways of life and to consider how one should live.

Assessment:

You will be assessed on analytical and creative responses to texts, reviews and oral presentations on texts. It is recommended for those who want to study Literature in Units 1 and 2.

Mathematics Pathways at Loreto College
Head of Mathematics: Ms Paula Wheaton



NOTE: Solid Arrows show most common pathways and dotted arrows show possible alternatives

Mathematics

Head of Mathematics : Ms Paula Wheaton

Mathematics A

C Y

In Mathematics A there is a strong emphasis on the use of algebra and graphs to explore and model real life situations. In this subject students will investigate a range of different types of functions including linear, quadratic, circular, exponential and logarithmic. They will develop the algebra skills required to graph these functions and to solve related equations. Students will explore how the trigonometric ratios can be used to find unknown angles and sides of right angle triangles. They will also investigate chance and learn to evaluate probabilities in a range of real life situations.

Assessment types (possible)

- Tests
- Assignments
- Projects
- Semester exam (compulsory for every subject)

Where to next:

Students completing Mathematics A are able to go on to study Mathematical Methods Units 1 and 2 in Year 11. Some students may also choose to study Specialist Mathematics Units 1 and 2. Some students may choose to complete Further Mathematics Units 3 and 4 in Year 11, in conjunction with Mathematical Methods Units 1 and 2, or by itself.

Mathematics B

C Y

In Mathematics B there is an emphasis on data analysis. Students will explore both univariate and bivariate data and develop the skills required to extract meaning from raw data. They will investigate linear relationships and the algebra required to graph linear relations and solve related equations. Students will investigate patterns and the notation used to describe arithmetic and geometric sequences. They will also study financial arithmetic, including the application of arithmetic and geometric sequences to both simple and compound interest.

Assessment types (possible)

- Tests
- Assignments
- Projects
- Semester exam (compulsory for every subject)

Where to next:

Students completing Mathematics B may go on to study General Mathematics Units 1 and 2 in Year 11 and then Further Mathematics Units 3 and 4 in Year 12. Alternatively they may choose to study Foundation Mathematics Units 1 and 2 in Year 11.

Mathematics

Head of Mathematics : Ms Paula Wheaton

General Mathematics Units 1 and 2 C Y

Students may apply to study General Mathematics Units 1 and 2 in Year 10. To be accepted to take on these VCE units students would need to have displayed an excellent work ethic in Year 9 Mathematics as well as a good level of achievement in all topics and competence with the CAS calculator.

In General Mathematics Units 1 and 2 students are required to apply techniques, routines and processes involving univariate and bivariate data, linear algebra and graphing, graphs and networks and financial arithmetic. Calculations are carried out both with and without the use of technology. Students will use appropriate technology such as CAS calculators and computer software packages for problem solving, modelling and investigation.

Assessment types (possible):

- Tests
- Assignments
- Projects
- Semester exam (compulsory for every subject)

Where to next:

Students completing General Mathematics Units 1 and 2 in Year 10 may go on to study Further Mathematics Units 3 and 4 in Year 11.

Foundation Mathematics Units 1 and 2 C Y

In Foundation Mathematics Units 1 and 2 there is a strong emphasis on the use of Mathematics in real life. Students will complete mainly project-based assessment where they will be required to apply mathematical skills and knowledge to a real life problem. The areas of study are Space, Shape and Design, Patterns and Number, Data and Measurement.

Assessment types (possible):

- Projects
- Assignments
- Semester exam (compulsory for every subject)

Where to next:

For some students Foundation Mathematics Units 1 and 2 will be the end of their study of mathematics at secondary school. Others may apply to complete a VCAL course and within this program students may choose to study VCAL Numeracy.

Mathematics

Head of Mathematics: Ms Paula Wheaton

Mathematics Enrichment

E

S

This is an elective subject which is designed to support and further develop the topics studied in Maths A. It is completed over one semester and would be ideal for students planning to take on Mathematical Methods Units 1 and 2 and/or Specialist Mathematics Units 1 and 2 in Year 11. Enrichment topics include the study of more complex functions and the typical notation used to describe them, geometrical proofs, general problem solving and applications of these to real life problems. This unit would be additional to Maths A.

Assessment types (possible)

- Tests
- Assignments
- Projects
- Semester exam (compulsory for every subject)

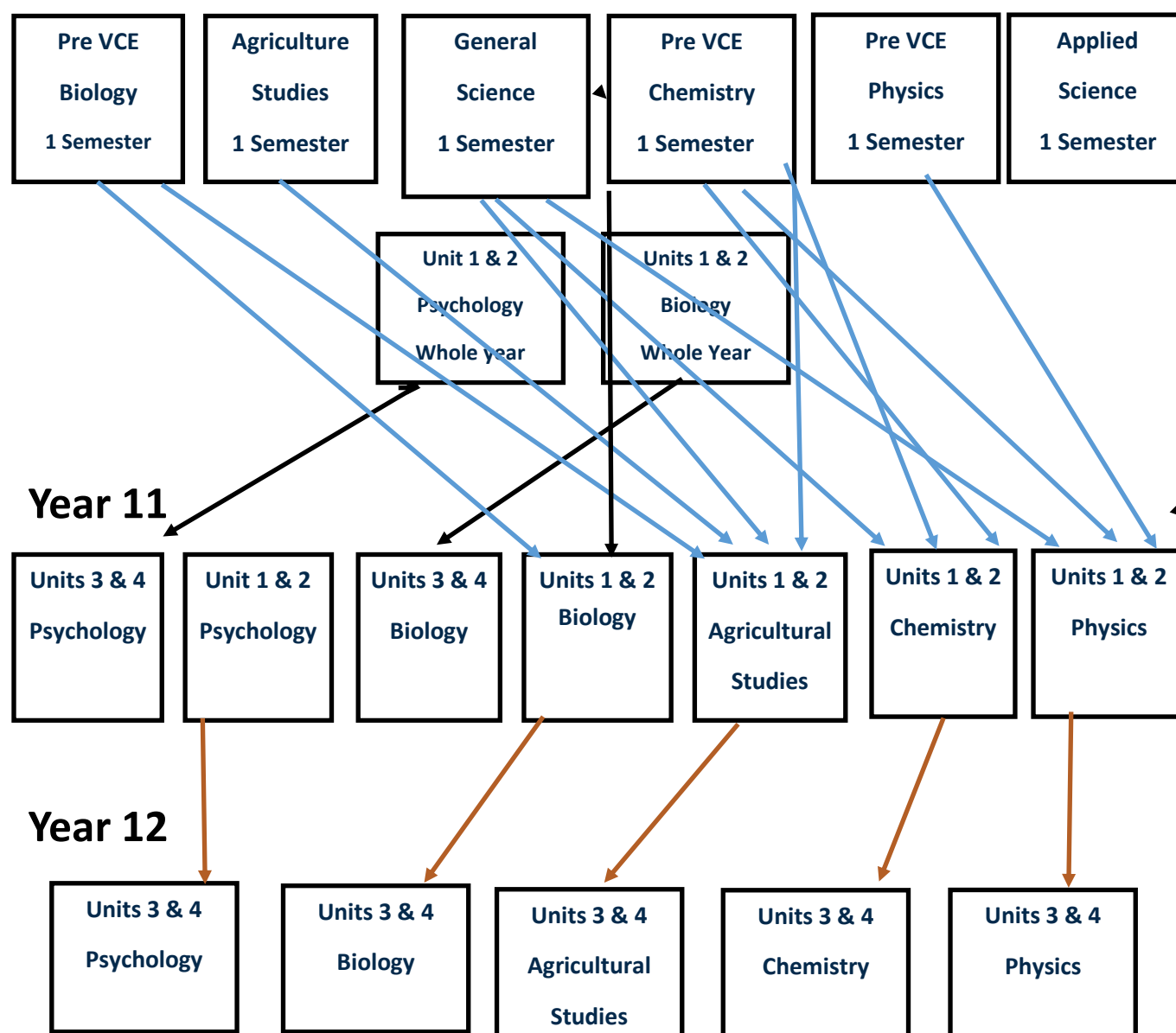
Where to next:

Maths Enrichment will enhance students' preparation for both Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2.

Science Pathways at Loreto College

Head of Science : Ms Natalie Howard

Year 10



Subjects offered at any level is dependent on the subject having sufficient students for the class to be viable.

Science

Head of Science : Ms Natalie Howard

Pre - VCE Biology

E S

Students will perform a series of practical activities to expand their knowledge of cell structure and function including organelles and the processes of photosynthesis and respiration. They will look at adaptations in animals and plants that allow different species to survive in a variety of environments. The expression and regulation of genes and DNA structure will also be investigated. The course will also include an introduction to ecology – which studies the interaction between organisms and the environment.

Assessment types:

- Semester exam
- Scientific poster
- Independent research task
- Topic tests

Where to next:

This unit provides the best preparation for the continued study of Biology or Agriculture and Horticultural Studies at VCE level.

Pre-VCE Chemistry

E S

Students will study the development of the periodic table including practical activities to explain the reactivity and placement of elements on the periodic table. The bonding between atoms will be investigated including ionic, covalent and metallic bonding. Practical activities on acids and bases and varying pH will be carried out and an introduction to the mole concept will be covered.

Assessment types:

- Semester exam
- Scientific poster
- Independent research task
- Topic test

Where to next:

This unit provides the best preparation for the continued study of Chemistry or Agricultural and Horticulture Studies at VCE level.

Science

Head of Science : Ms Natalie Howard

Pre-VCE Physics

E

S

Students will study the way heat moves and effects objects through the study of thermodynamics. Practical activities investigating and designing electrical circuits will be carried out to develop an understanding of electricity. The use of forces to influence the motion of objects will be carried out to develop an understanding of Newton's Laws of motion. Students will look at our place in the universe when they study cosmology.

Assessment types:

- Semester exam
- Scientific poster
- Independent research task
- Topic tests

Where to next:

This unit provides the best preparation for the continued study of Physics at VCE level.

General Science

E

S

Students will study areas from Biology, Chemistry and Physics. In Biology they will look as genetics and how characteristics are passed from one individual to another. In the Chemistry component the students will carry out a variety of practical activities to determine the properties of substances and how they react with other substances. The Physics component will focus on the development of Newton's laws of motion through the study of the impact of forces on objects. This course will allow students to obtain a minimum level of understanding of key concepts required to proceed to a further study of Biology, Chemistry or Physics at VCE level.

Assessment types:

- Semester exam
- Scientific poster
- Independent research task
- Topic tests

Where to next:

This unit provides an adequate preparation for the study of Biology, Chemistry, Psychology, Agricultural and Horticulture Studies or Physics at VCE level. It is recommended for students who are unsure of their VCE pathway at this stage.

Science

Head of Science : Ms Natalie Howard

Applied Science

E S

Students will study illness of various types. They will look at how diseases are inherited by offspring from their parents and the implications for parents in today's society. How infectious diseases are transmitted from one person to another and the prevention of the spread of varying types of diseases will be investigated. Various forensic techniques that are used in today's society will be investigated through a range of practical activities. The implications of scientific issues for today's world will also be studied.

Assessment types:

- Semester exam
- Independent research task
- Topic tests

Where to next:

This unit does not adequately prepare a student for the study of Biology, Chemistry or Physics at VCE level. It is designed for students whose study of science will terminate after Year 10.

Year 10 Agricultural and Horticultural Studies. E S

In this unit the students will study the role of plants and animals in agricultural and/or horticultural businesses in Australia, identification of types/varieties, structure and function of plants, and their growth. They will also look into the identification of breeds and structure of animals and their growth, as well as types and compositions of soil and other growing media. Students will work to gain an understanding of water availability and quality.

Students will work individually and/or in a group to plan and conduct a small business project involving the monitoring and care of living plants or animals. Students will develop a detailed business and operational plan for the small business project. As part of the planning and implementation of the business, students consider the viability of a business opportunity and the requirements for the production of plants and/or animals. Students consider the financial aspects and use tools, equipment and production skills. They record production data and evaluate the progress of the business. In this area of study, students' small business projects may be solely agricultural or horticultural or may be a mixture of both.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

C Y

History – The Modern World and Australia (Part of the CORE Year 10 studies)

In this course students begin by exploring the inter-war years between World War I and World War II. They examine the Treaty of Versailles and how the world could be fighting another world war less than 20 years after the first. Students will study World War II and the Australian experience, specifically the war in the Pacific in depth. Topics explored include; the Japanese expansion, Pearl Harbor, the fall of Singapore, prisoners of war (POWs), Kokoda, the bombing of Darwin and the impacts of war on the home front. Students will then explore the impact that World War II had in the development of the United Nations Declaration of Human Rights.

Geography – Geographies of Human Wellbeing (Part of the CORE Year 10 studies)

Geographies of human wellbeing focuses on investigating why there are vast differences between living standards and experiences at a global, national and local scale. Students examine the different concepts and measures of human wellbeing as they gain an appreciation of the causes of poverty and inequalities that exist between countries, as well as within countries. Students will also explore the impact that the developed world, governments and individuals play in the levels of wellbeing experienced by individuals. Possible topics explored: causes of poverty, international aid and evaluation of aid, United Nations Human Development Indicators, refugees, blood diamonds, levels of disadvantage experienced in Australia.

Assessment Types:

- Analysing historical documents
- Essay
- Extended written responses
- Research projects
- Semester Examination

Where to next:

VCE Units 1 & 2 in any of the below:

- Accounting
- Business Management
- International Studies
- History
- Legal Studies
- Sociology

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

Year 10 International Studies and Global Politics– Days that changed the world.

E S

In this subject students will explore the significant days in the 21st century and how they have impacted on the world around us. Students explore specific styles of government which exist around the world, paying particular attention to how governments maintain their power, authority and order. Examination of how government's manage their domestic needs versus their international obligations and alliances will also be explored.

Topics to be explored could be: great power rivalries, dictatorships and authoritarian governments, emerging powerful nations, September 11, terrorism, the changing nature of war, and International human rights laws.

Assessment

- Research Project
- Film Analysis
- Short Answer response questions
- Essay
- End of semester exam

Where to now: This would lead to students completing VCE Units 1& 2 or 3 & 4 International Studies. Students who are also interested in Sociology and History might enjoy this subject. Beyond secondary school this subject may help students commence university courses in Development Studies, Global Politics and Arts/Law to name a few.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

Sociology - the study of the world we live in

E S

In this subject students will explore if they are truly independent thinkers and free agents or if they are in fact products of their culture and the society that they live in. Concepts that will be explored in this subject will be the creation of gender and gender roles, the emergence of students own identity and the impact of culture on people's lives. Students may also examine the concepts of stereotypes, discrimination, prejudice, as well as exploring the ideas that exist around family, popular culture and the rise of celebrity culture and their role in influencing modern society and people's experience of self.

Assessment types (possible)

- Folio
- Essay
- Short answer responses
- Multimedia presentation
- Semester exam

Where to now? (What VCE or VCAL subjects is this a pathway to?)

This would be a pathway to VCE Sociology (Units 1&2, 3&4). Students who are also interested in History , Global Politics and Psychology might enjoy this subject. Beyond secondary school this subject may help those students who commence Arts degrees, social welfare, social work and community development courses to name a few.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

Legal Studies – the Law and You

E

S

Learning about your rights as teenager in Victoria is the focus of this unit. You will explore how the laws and the systems we have in place are there to ensure that your rights are respected. You will examine the role of the police and how they uphold your rights as well as the rights of others in order to protect the community. You will visit the Ballarat Magistrates court to gain an understanding of why we need courts to settle disputes and how the courts work. You will investigate how our law-makers realise we need new laws and how laws are altered to meet the immediate needs of society..

Topics include: Teenage Rights, the role of the Police, Types of Crimes, Civil Disputes, A Day in Court, Punishments and the work of a law-maker.

Assessment types (possible)

- Folio
- Research Project
- Test
- Semester exam

Where to now?

This would be a pathway to VCE Legal Studies . Students who are also interested in Global Politics and International Studies might enjoy this subject. Many universities offer courses in Arts/Law. Beyond secondary school this subject may help students who wish to pursue careers linked to the law.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

Commerce

E S

Learning to keep track of money is something most people need or want to do at some point of their lives. There are many ways of making money, methods of saving and how to manage the money you have – including budgeting. In this class you will learn skills to help you understand concepts involving personal finance, tax and other Accounting basics. You will also explore how Australian businesses impact on our wealth as a nation, the types of industries people work in and the influence that globalisation has had on Australian workplaces and jobs.

Topics include: Personal Finance, Budgeting, Saving and Investing, Tax, Accounting Basics, Credit/Debt, Economics, Globalisation

Assessment types (possible)

- Folio
- Test
- Research Projects
- Semester exam (compulsory for every subject)

Where to now? (What VCE or VCAL subjects is this a pathway to?)

This would be a pathway to VCE Accounting and Business Management. Beyond secondary school this subject may help those students who commence an Accounting, Marketing, or Business degree to name a few.

Health and Physical Education

Head of Health & Physical Education: Mrs Carmel Parker

Sports Science

E S

Students should study Sports Science if they have an interest in the areas of physical education and health. Students will increase their knowledge of how to improve fitness and sports performance through the study of both nutrition and training.

Assessment types:

- Participation in class, both in theory and practical lessons
- Laboratory reports
- Sports Science Test
- Semester Examination

Where to next:

On to VCE Physical Education, VCE Health and Human Development with a solid base of the key concepts that will be presented at VCE level.

This subject will be a great foundation for future fitness development if you enjoy being active and value your health and well-being.

Health

E S

This subject provides students with an understanding of the knowledge, skills and behaviours that promote physical, mental and social health.

In this subject there are practical and theoretical components. Firstly, students will gain knowledge of how to provide basic first aid treatment and life support. They will undertake a one day St John Ambulance course and learn how to apply DRSABCD in an emergency. Students will investigate how to recognise and treat other common medical conditions. Emphasis will be placed on how to prevent, treat and manage sporting injuries. This will include the practical skill of bandaging and taping.

Students will investigate various health related issues such as lifestyles diseases and current nutritional models. They will examine guidelines and support services that are available to improve both individual and community wellbeing. They will also gain a deeper understanding of the dimensions and determinants of health.

Assessment types

You will complete a Basic Level 1 First Aid Course – externally assessed by St. John's Ambulance.

First Aid Research Task

Health condition investigative task

Health Test

Semester examination

Where to next?

VCE Physical Education/Health and Human Development

Level 2 Adult First Aid Certificate and careers such as: Ambulance Officer, Paramedic, Nursing, Physiotherapy, SES Volunteer, Firefighter, Sports Trainer, Personal training, First Aid Officer, PE/Health teacher and Sports Administration. Social worker, Community Health Services.

LANGUAGES

Head of Languages: Mrs Yoshie Burrows

**French—Certificate II in Applied Language in conjunction
with VSL E Y**

**Japanese—Certificate II in Applied Language in conjunction
with VSL E Y**

Year 10 students are completing the Certificate II in Applied Language in place of a traditional Year 10 languages course. The aim of the course is to develop practical language skills. By completing all of the requirements of this elective successfully students will receive a nationally accredited certificate. Course materials allow students to work with hands-on activities and field work such as cooking sessions, role-plays at cafés, restaurants or Sovereign Hill. Some excursions to Melbourne and/or visits to local primary schools for tutoring primary school students may also be an option.

Meanwhile, you will develop a broader grammatical base in order to prepare you for Year 11 should you decide to continue. To enjoy this subject, you only need to have a positive “have a go” attitude.

Assessment types:

- Role-plays
- Reading and listening comprehension tasks
- Writing tasks
- Semester exam (compulsory for every subject)

Where to next:

Unit 1 and 2 French/Japanese

French and Japanese gain bonus points for entry to several courses at many tertiary institutions.

The Arts

Head of The Arts: Ms Stephanie Greet

Art

E S

In this course you will have the chance to explore a range of new and exciting art processes and materials. You will be able to develop your skills through a wide range of creative experiences. You will experiment with innovative *Photographic techniques*, create *Sculpture* from discarded materials and discover *Painting, Drawing and Printmaking* approaches that use mature and sophisticated approaches that will enhance your ability to express yourself. Using a range of *Ceramic* techniques you will create functional and decorative work and you will investigate the world of *Jewellery and Design*.

To enrich your knowledge of the world of art we will visit a range of exhibitions and galleries and we will uncover the history of significant art movements and the story of major artists and their work. You could study this course for a whole year or for just one semester. It would be useful for students who wish to improve their art skills and their understanding of the world of Art and is highly recommended for those considering Art or Studio Arts in the VCE.

Assessment:

- Folio
- Workbook/Visual Diary
- Semester Examination

Where to next:

VCE Art and Studio Arts

The Arts Head of The Arts: Ms Stephanie Greet

Dance

E S

The Year 10 Dance combines aspects of VCE Dance and Theatre Studies giving students a broad pathway for either subject in Year 11. Students would be introduced to a range of skills and concepts that would assist both Dance and Theatre studies at the VCE level including:

- Production processes – how do I get from the page to the stage
- Choreography and movement for group and solo works
- Stagecraft design such as costume, set and lighting, production technologies
- The creative approach to both learnt and choreographed or devised dance and drama works.

At the beginning of the semester, students will be given the opportunity to select their production emphasis of either Dance or Drama Students enabling them to further delve into the theoretical components of dance and theatre terminology and analysis. This will enable students to select either a dance or physical theatre solo piece. Examination technique will be taught and theoretical aspects of the course will be assessed through an end of semester examination.

Assessment types

- Group Dance/Theatrical Choreography task
- Solo Dance/Theatrical Choreography task
- Written Analysis of Dance Movement piece
- Written presentation of self-devised Narrative
- Terminology and Stagecraft regular testing
- Semester Examination

Where to next: This subject is highly recommended if you are considering a pathway to VCE Dance or VCE Drama. It also supports a pathway to VCE Theatre Studies.

Drama

E S

Year 10 Drama allows students to explore their own and others' worlds in performance. Through group work students develop their ability to collaborate with others and they also follow through a production process from beginning to end, which involves many stages and much building of skills and development of ideas.

Students will be developing their skills in improvisation, acting technique and expressive skills. The study of theatre history and performance styles, will also be incorporated into the development of performance. Students will also have the opportunity to attend and analyse a live professional performance.

Assessment types

- Ensemble Performance
- Evaluation of Performance
- Drama Workshops
- Semester Examination

Where to next:

This subject is highly recommended if you are considering a pathway to VCE Drama or VCE Theatre Studies.

The Arts

Head of The Arts: Ms Stephanie Greet

Media

E S

This unit will connect you to the world of communication through film, television, radio, print and online media. You will be challenged to decode and evaluate popular media texts, while also learning the hands-on skills necessary to create your own engaging media productions for specific audiences.

In learning how media is constructed, you will look at how individuals and groups in society are represented, and the influence this has on consumers of media. You will also learn about production and story elements, the building blocks which help to drive narrative stories.

In completing this course, you are able to build a strong foundation of production experience, and can begin to develop critical media literacy skills that are essential to any 21st century citizen.

Assessment types

- Media Production Folio- Video
- Representations Analysis
- Semester Examination

Where to next:

Media Investigations leads perfectly into Media Units 1&2 (offered at Year 11) and Media Units 3 & 4 (offered at Year 12). *Media Investigations* will also help you in your English studies, giving you an extended understanding of how film texts are constructed and analysed. If you're looking for a subject that encourages creativity, collaboration and a critical perspective on modern media, then *Media Investigations* is for you.

Music

E S

To enable the further development of musicianship skills, knowledge and understanding, and to gain a deeper appreciation of the relationship between music and other art forms. To experience music making in a specialized environment with the opportunity for individual and small group learning.

Assessment:

- Ensemble Performance
- Solo Instrument Performance
- Aural Comprehension & Theoretical Knowledge Examination

Where to next:

This subject is intended for any student who is interested in its content and in developing existing musical skills and knowledge.

This subject is highly recommended if you are considering undertaking VCE Music in Year 11 and/or 12, or planning to study a VET Music module – Music Industry or Music Performance

Technology

Head of Technology: Mrs Thea Mooney

Food Technology

E S

Food Technology aims to provide students who have an interest in food, and the preparation and production techniques involved, with an opportunity to become more proficient in their skills and expand on their food literacy. This unit focuses on current food trends with the aim of challenging students to evaluate the various influences on their eating patterns, with particular focus on current food trends and fashions.

Students will develop an understanding of the Dietary Guidelines for Australians and make use of the Australian Guide to Healthy Eating as a tool for making healthy food choices. They will be equipped with the necessary skills and knowledge to prepare quick and nutritious foods whilst expanding their cooking experiences using traditional and modern methods of food preparation. This unit also aims to extend and challenge students who wish to refine and expand their skill in the production of baked goods and the skills and techniques required in the successful production of breads, biscuits and pasties. Students will continue to develop their knowledge of the design process as they work through the components involved, whilst responding to design brief specifications as they investigate, generate, plan and manage, produce and evaluate a range of food products.

Assessment types:

- Investigation, generating, planning and managing, producing and evaluating will be incorporated into Design Brief tasks. I.e “Healthy fast food alternatives” design brief, “Foods from different cultures” design brief.
- Informal assessment of various practical activities.
- End of semester written exam.

Where to next:

This unit will provide you with useful skills and knowledge to progress into VCE Health and Human Development, VCE Food Studies or VET Hospitality. If you are interested in a career in Food Studies teaching, hospitality or health science this unit may be beneficial to you.

Technology

Head of Technology: Mrs Thea Mooney

Multimedia

E S

This course looks at the technical aspects of different forms of media, and how computers can assist in the development and creating of products. It also looks at how computers shape our daily lives and how those who create programs and maintain the computers themselves will be increasingly important in the future. There will also be an emphasis on photo manipulation, video editing and computer coding throughout the semester

Assessment types:

- Photoshop folio
- Coding modules
- Video Productions
- Semester Examination

Where to next:

I.T Applications/ I.T Systems

VET Multimedia (offered at Loreto) which counts as a Units 3 & 4 subject for VCE

Visual Communication

**Outline of
Possible
VCE UNITS 1 AND 2
AND
VET CERTIFICATES**

Science

Head of Science: Mrs Natalie Howard

VCE UNIT 1 Biology: E Y

How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilizes, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

VCE UNIT 2 Biology:

How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

VCE UNIT 1 Business Management E Y

Small Business Management

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students, as they are visible and often utilised in daily life. This unit provides an opportunity for students to run their own small business and evaluate its success.

VCE UNIT 2 Business Management:

Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

VCE UNIT 1 Legal Studies E Y

Criminal Law in Action

This subject helps you understand where laws come from, why we need laws and what happens when laws are broken. It is great preparation for Unit 3 and 4 Legal Studies. It provides you with an introduction to criminal and civil law, the courts, the role of Parliament, the adversary and jury system. Visits to the Melbourne Courts and Loddon Prison provide students with an exciting insight into the legal system.

Assessment tasks include: Research assignment, folio and report, mock trial, case study, mid year exam.

VCE UNIT 2 Legal Studies

Issues in Civil Law

This unit focuses on the effective resolution of civil disputes. It explores the civil rights of individuals and the ways these disputes are resolved in the courts. As well as the judicial procedure to resolve disputes, the unit investigates the alternatives of dispute resolution and their effectiveness. It also provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

Assessment tasks include: Research assignment, folio and report, case study, end of year exam.

Science

Head of Science: Ms Natalie Howard

VCE UNIT 1 Psychology E Y

How are Behavior and Mental Processes Shaped

Students will investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. As part of their study, students will:

- ◆ Explore how the brain functions, brain plasticity and the influence that brain damage may have on a person's psychological functioning.
- ◆ Consider the complex nature of psychological development and how abnormalities in psychological development can occur.
- ◆ Examine the contribution of classical and contemporary studies and development of different psychological models and theories to predicting and explaining the development of thoughts, feelings and behaviours.
- ◆ Explore how the parts of the brain work, the roles of specific areas of the brain, and how the brain enables us to interact with the external world around us and complete complex cognitive tasks.

VCE UNIT 2 Psychology

How do external factors influence Behaviours and Mental Processes

Students will explore how various biological, psychological and social factors influence a person's thoughts, feelings and behaviours. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They also evaluate the influence of social cognition and context on a person's attitudes, perception of themselves and relationships with others. As part of their study, students will examine how different classical and contemporary research has contributed to understanding human perception and why individuals and groups behave in specific ways.

In the second component of this unit, students will investigate two aspects of human perception-vision and taste. Students will analyse the relationship between sensation and perception of stimuli. They will consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Humanities

Acting Head of Humanities: Ms Jayne Carrigg

VCE UNIT 1 Sociology

E Y

Youth and Family

This unit uses sociological methods to explore the social categories of youth and adolescence and the social institution of the family. The experience of both youth and family varies across time as well as space. In the exploration of youth, students consider a range of experiences of young people, considering examples from Australia and other societies. Students will investigate youth subcultures along with fashion, music, technology and activities that lend them their own distinctive culture. An emphasis on the changes to family will then be explored. Broad social trends will be examined along with government policies directed toward youth and family.

Assessment tasks may include: a group presentation, a survey, an interview, a film review, a media analysis task, a case study and an investigative response to an issue.

VCE UNIT 2 Sociology

Breaking the Code

In this unit students explore the concepts of deviance and crime. This study involves determining the types and degree of rule breaking behavior, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behavior. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and aspects of society, such as age and socioeconomic status.

Assessment tasks may include: a representation analysis, an investigative report, a multimedia presentation, a film analysis and an extended response.

Health and Physical Education

Head of Health and Physical Education: Mrs Carmel Parker

VCE UNIT 1 Health and Human Development E Y

The Health & Human Development of Australia's Youth

In this unit of study students develop an understanding of the concepts of health and human development and the inter-relationships that exist within and between them.

Students will also explore the developmental changes that occur during the lifespan stage of youth (12–18 years of age), as well as the impact of biological, behavioral and environmental influences. A range of health issues relevant to youth will also be identified. Students will investigate one health issue and analyse community and government programs designed to influence and promote youth health and individual development.

VCE UNIT 2 Health and Human Development

Individual Human Development and Health Issues

Health and Human development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. The lifespan stage of adulthood represents a period of great diversity over a period of sixty years. In this unit of study students will gain an understanding of the health and human development of Australia's children and adults. As well, a range of determinants will be explored, which include biological and behavioral factors, as well as physical and social environments. The study of health is constantly changing with many emerging issues that are having an impact on Australia's health system. Students will analyse a selected health issue and evaluate actions that address this issue.

Technology

Head of Technology: Mrs Thea Mooney

Food Studies Unit 1 & 2 Study Design **E** **Y**

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

UNIT 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Technology

Head of Technology: Mrs Thea Mooney

VCE UNIT 1 Product Design and Technology **E Y**

Fashion

In Unit 1 students are required to redesign an existing product (garment) using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including sustainability. They are expected to include an analysis of this product—both as a starting point and as a comparison at the end demonstrating the product's sustainability. The study provides an introduction and structured approach to the product design process and product design factors. Students learn about Intellectual Property (IP) and its implications related to product design. This unit entails the completion of a folio and production of the re-designed garment.

VCE UNIT 2 Product Design and Technology

Collaborative Design

In this unit students work in teams to design and develop an item in a product range. They design a product (garment) based on a theme, or a component of a group product. They focus on factors including end-users/s' needs and wants; function, purpose and context for product design. They gain inspiration from an historical or a contemporary design movement or style. This research is compiled into a folio. In Area of Study 2 the product (garment) is produced individually or as a component of a range and is evaluated. VCE Product Design and technology offers career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewelry, textiles and ceramics.

VCE UNIT 3 Product Design and Technology

Applying the Product Design Process

In this unit students are engaged in the design and development of a product that addresses a personal, local or global problem, or that needs and wants of a potential end-user/s. The students will investigate the needs and prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. The preferred design option is then justified and a predicted work plan developed. Only one product or a range of products is expected for the year and it should make approximately 50-100 hours of work, including the design folio. The students commence production of the product which is completed and evaluated in Unit 4.

VCE UNIT 4 Product Design and Technology

Product Development and Evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. With increased emphasis on sustainability (environmental, social and economic), the impact of the product throughout its life cycle is analysed and developed with reference to the Product design factors. Relevant user instructions or care labels are produced that highlight the product's features. There is a theory exam in November which makes up 30% of the final score.

The Arts

Head of The Arts : Mrs Stephanie Greet

VCE UNIT 1 Dance

E

Y

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

VCE UNIT 2 Dance

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape), energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.