

Edinburgh College

Year 10 Subjects Overview



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Message from the Principal

Mr Tim Borgas



At Edinburgh College, our team of caring, talented and dedicated staff and volunteers endeavour to be the best educators and support possible for your child. We strive to understand each student's learning journey; their learning preferences, what inspires them, and how they can turn failure or disappointment into a growing opportunity.

From Early Years right through to Secondary, Edinburgh College provides Christian education with a focus on nurture, service, and the development of character for each student. We instill the core values of our college, demonstrating what it means to be Respectful, Responsible, Resilient and to have a Willingness to Learn.

Our Year 7-12 Curriculum offers a balanced education from the core subjects of English, Maths and Science to the Arts and Health, providing your child with the opportunity to further refine their interests and capabilities through elective subjects in Years 9 and 10.

Our Secondary Campus is a safe and wholesome environment where each student has the opportunity to flourish. Upon completion of their journey at Secondary our students graduate with confidence and are ready to meet the needs of a challenging world.

Welcome to Edinburgh College.



Message from the Head of Secondary

Mrs Anastazyia Ferry



Secondary students at Edinburgh College benefit from a deep and broad education. Deep, in the sense of deeper learning of the existing disciplines, but also broad knowledge in areas such as entrepreneurship and technology. Students will be able to use this knowledge in terms of creativity, critical thinking, communication, and collaboration. Success is anchored in positive engagement with the world outside school, and beyond, via character, values, resilience, ethics and the ability to have a positive influence. A growth mindset and the ability to reflect, adapt, learn, unlearn, relearn and continue to learn is pivotal to ongoing success in the workplace and further studies.

In addition to the core subject offering, we offer a range of extra-curricular programs available for secondary, including an elite Basketball and expanding sports program, a Science service program, VET options beginning in Year 9, Music and Creative Arts program and Food Sustainability and Horticulture as part of Geography.

Working in partnership with our parent community, Edinburgh College is proud to produce changemakers, innovators, and disruptors, who are balanced and prepared, ready to take on any new challenge with confidence.



College Support and Services



Library

The library is the learning hub of our campus. It boasts a lecture theatre and discussion room with a welcoming environment of small group spaces and work areas. We have a Teacher Librarian who is available to help locate resources for research assignments or general borrowing.

The library also has an easy access online platform to help students locate information, as well as tutor them in general skills such as referencing.

Careers

Edinburgh College offers career advice to students and their parents. VCE Coordinator Miss Kristen Judd is available by appointment to discuss career options and future study. A weekly careers newsletter is produced to provide support to students, linking to universities and offering advice on career pathways.

Student Wellbeing

Student wellbeing is a priority at Edinburgh College. We know that how a student feels both physically and mentally affects their ability for optimal learning. Our Positive Behaviour for Learning model (PB4L) encourages students to respond to their environment in four focus areas:

Respectfully, Responsibly, with Resilience and a Willingness to Learn.

We have a Wellbeing Officer who leads this area and responds to any needs amongst the student body. A Counsellor and Ministerial Pastor are also available three days a week for counselling.

To further support our student wellbeing, we have incorporated within our Health subjects across all year levels, (which includes extra-curriculum incursions), the Keeping Safe: Child Protection curriculum. It has four focus areas; The right to be safe; Relationships; Recognising and Reporting abuse; Protective strategies. The knowledge and skill sets learned within this program contribute to our student's wellbeing, and prepares them for life in and beyond the school community.

Learning Support

This support seeks to consolidate students with the concepts covered in English and improve basic literacy skills. This may involve teacher aide support in some classes on an as needs basis, or timetabled '1 on 1' or small group out of class support. The small class sizes enable instruction to target each student's specific needs.

Subjects Overview 2020



Consider All Options

Whilst some students have an idea of what they would like to do when they leave school, others remain uncertain of their career path. Subject selection in Year 10 allows students to take steps towards aligning subject selection with career outcomes. Talking about subject choice with others at this key stage is critical. We encourage each student to discuss their ideas with parents, educators, and staff from the Careers Office on campus.

Semester 1 2020		Semester 2 2020	
Term 1	Term 2	Term 3	Term 4
Religion & Society Encounter Chapel	Religion & Society Encounter Chapel	Religion & Society Encounter Chapel	Religion & Society Encounter Chapel
English	English	English	English
Maths Methods Pathway General Pathway	Maths Methods Pathway General Pathway	Maths Methods Pathway General Pathway	Maths Methods Pathway General Pathway
Science	Science	Science	Science
Humanities	Humanities	Humanities	Humanities
Work Studies	Work Studies		
PE/Sport	PE/Sport	PE/Sport	PE/Sport
The Arts: Visual Performing	The Arts: Visual Performing	The Arts: Visual Performing	The Arts: Visual Performing
Technologies: Design Tech Food Studies Digital	Technologies: Design Tech Food Studies Digital	Technologies: Design Tech Food Studies Digital	Technologies: Design Tech Food Studies Digital
Elective 1		Elective 1	
Elective 2		Elective 2	
Electives			
Art Performing Arts Industrial Technology Home Economics Digital Technologies Economics & Business			



Religious Studies

Religious Studies consists of two pathways. Students may choose to move forward into a VCE subject 'Religion and Society Unit 1 & 2' or complete the Year 10 'Encounter' Bible program.

Encounter

The Bible is a collection of books written by many different people at different times in history, is incredibly unified and has stood the test of time and criticism. No other text can compare to its longevity and cultural relevance. One of the reasons for its survival could be the simple fact of its being just what it claims to be - the Word of God. This fact alone would explain exactly why it has survived as the flame of truth in our dark world. This area of learning explores the validity and endurance of the Bible throughout history as the Word of God that can be trusted and made central in our belief system today.

The students will explore the validity and endurance of the Bible throughout history as the Word of God that can be trusted and made central in our belief system today. These units show how God has guided believers throughout history. The events of Bible prophecy are explored in light of current events in the world. The Bible's guidance on some of today's most controversial topics such as sex and marriage, health and substances abuse, body image and social media, entertainment, and management of money is discussed and debated in class.

Areas of Study

- The Bible: Trustworthy and Enduring
- God: Sovereign King [Daniel]
- World Religions and My Faith
- Ethics & Morality

Assessment

- Discussion within and contributions to group assignments
- Infographic presentations
- Oral presentation
- Individual assignment of student choice

Relevance to Further Study

Students who would like to continue to follow this strand through to VCE can pick up the subject of Religion and Society 1&2 at the Year 10 level, continuing into Year 11 completing Religion and Society 3&4, which would leave one less subject to complete during Year 12.

Students can continue the Encounter strand in Year 11 and Year 12 upon the completion of this course.

Chapel

Chapel services are at the very heart of our school community. With a dedicated period set aside for chapel each week, the program enables the school to follow the year

through and celebrate the flow of events together. Our Chapel service programs are inclusive and participatory, and all students are encouraged to be a part of the program.



English

The English curriculum is built around the three interrelated strands of language, literature, and literacy. Together, the strands focus on developing students' knowledge, understanding, and skills in listening, reading, viewing, speaking, writing and creating.

Students analyse closely three texts where they look at plot construction, themes and character development and historical significance of these texts. Persuasive techniques and analysis is a major focus throughout these studies. Students continue to build on their existing skills of comprehension, grammar, essay writing, and creative writing.

Using the texts

- Animal Farm by George Orwell
- The Merchant of Venice by William Shakespeare
- To Kill a Mockingbird by Harper Lee

Assessment

- Comprehension
- Analysis of persuasive language
- Persuasive language oral presentation
- Creative writing
- Explore the plot, theme, characters, historical significance of texts
- Comparative essay
- Exams

Relevance to Further Study

All aspects of English are designed to prepare students for VCE English which is a prerequisite for University entrance.

Mathematics



The Year 10 Mathematics programme will be separated into two streams, **Maths General Pathway**, and the **Mathematical Methods Pathway**. The curriculum consists of three sub-strands of knowledge and understanding: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Maths Methods Pathway

This unit is aimed to prepare students towards VCE Mathematical Methods Unit 1, 2, 3 & 4. The four main areas studied in this programme include:

- Algebra and Indices
- Linear relationships
- Non-linear relationships
- Polynomials
- Geometry
- Pythagoras's theorem and Trigonometry
- Measurement
- Statistics
- Probability

Assessment

- Formative assessment during class
- Summative assessments:
 - Tests
 - Assignments

Relevance to further study

The study of the Year 10 Mathematical Methods Pathway can lead to VCE Mathematical Methods Unit 1 and 2 in Year 11.

Maths General Pathway

This unit is aimed to prepare students for VCE General Mathematics Unit 1 & 2 and later for Further Mathematics Unit 3 & 4. The four main areas studied in this programme include:

- Measurement
- Financial Mathematics
- Statistics
- Pythagoras' theorem and trigonometry

Assessment

- Formative assessment
- Weekly topic revision assignments
- Summative topic testing

Relevance to further study

The study of Year 10 General Mathematics builds a pathway to VCE General Mathematics Unit 1 & 2 in Year 11.

Science



The Year 10 Science curriculum consists of four sub-strands of knowledge and understanding: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Four units of work throughout the year help Year 10 science students utilise and develop their specific skill set for further studies in science. These include: questioning and predicting, planning and conducting, processing and analysing data and information and evaluating and communicating. Science knowledge and skills are packaged together into engaging and creative units of work over the year, including:

- 'How to Make a Big Bang!' - elements of the periodic table and the properties of ionic, metallic and molecular substances and other Chemistry concepts.
- 'How to Make a Glow in the Dark Pet' - in-depth study of the structure and functions of DNA. This includes a major investigation where students genetically modify E. coli bacteria to fluoresce. This study also involves key genetic ideas.
- 'Need for Speed' - the Science of all things fast. They measure and calculate the velocity and acceleration of vehicles, construct graphs, compare Newton's and Einstein's theories of motion, calculate momentum and work done, measure the power their body can produce, and study energy transformations.
- 'Chemical Reactions' - a variety of reactions to study including redox, combustion, acid-base, precipitation and polymerisation reactions.

Assessment

- Assessment
- Weekly topic revision assignments
- Summative topic testing
- In-class experiments
- Scientific report written tasks
- Science projects

Relevance to Further study

The study of Science at the Year 10 level builds pathways to Biology, Chemistry and Physics.

Humanities

Humanities is the umbrella name for four subject areas: History, Civics and Citizenship, Economics and Business and Work Studies.



History

Students study the dominant political events of the Twentieth Century, including:

- World War II and its origins, from its seeds planted at Versailles, through appeasement and aggression, to the global war itself
- The Cold War and Australia's role in the post-war world, focusing on the nuclear age, wars in Korea and Vietnam, the tension in Berlin, Cuba, and the Olympics; and
- Communism.

Civics and Citizenship

There are three major studies conducted:

- The Australian System of Government compared to the government systems within the Asian region.
- The Australian Court and Legal Systems.
- The roles and responsibilities of different careers within the legal system as well as the elements of criminal and civil law.

Economics and Business

Students develop their understanding of the importance and role of enterprising behaviours and capabilities at an individual and business level. Enterprising behaviours and capabilities refer to the suite of skills, attributes and behaviours that allow individuals to engage in and contribute to the economic wellbeing of society. This course encourages students to be adaptable, to demonstrate initiative, to solve problems and to take on leadership roles in all aspects of life.

Relevance to further studies

The study of Humanities builds pathways to Legal Studies, Business Management, Accounting and Australian History.

Work Studies



Work Studies helps students learn about themselves as individuals, the careers that they may wish to pursue and how to go about getting a job. This course is structured around learning practical skills that allow students to be better prepared for the world beyond Edinburgh College. This course builds includes Work Experience.. Along with completing classwork, students also create a portfolio that may be used when applying for work.

This course involves exploration of:

- Personality, values and preferences
- Resume, Cover Letters, LinkedIn profiles
- Work Experience
- World of Work

Assessment

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

- Workbooks & in-class activities
- Portfolio
- Personality & interest inventories

Relevance to further studies

The study of Work Studies builds pathways into all future areas of study.

Physical Education



Students participate in a variety of physical activities and sports in varied and changing contexts. During these classes students are taught the skills of a particular sport, then opportunity are given to practice these skills during CSEN (competition with other local schools) or on a Wednesday afternoon when all students from Year 7-12 spend the afternoon in friendly competition.

This subject gives students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Assessment

- Practical assessment of performance and fundamental sport skills
- Teamwork and sportsmanship
- Game strategies
- Responsibility and attitude

Relevance to Further Study

The Physical Education Units studied can serve as a basis for the VCE subject of Sport, Health and Recreation Units 1-4, Certificate III in Sport and Recreation and Certificate III in Fitness. Career options include: Pool Lifeguard, Sports Retail, Sports Trainer, Swim Teacher, Recreation Officer, Leisure Services Officer.

The Arts - Visual



At this level of Visual Art, students explore a variety of themes utilising various media and art tools. The coursework provides opportunities to explore materials and techniques of individual appeal. Students are encouraged to develop an original style and to present their artwork in a way that impacts the viewer.

The following activities are representative of this subject:

- Abstract painting using acrylics and mixed-media materials
- Wood/lino-block printmaking
- Studio photography with portraiture or still-life subject matter
- Urban photography
- Chalk pastel drawing of flora subjects or portraits
- Still-life drawing
- Clay hand-building or 3D laser-cut sculpture/collage
- Self-generated artworks with opportunities to explore materials and techniques that appeal to each student
- Exposure to inspirational artists and artworks develops an appreciation for art, and analysing connections between visual conventions, practices and viewpoints that represent student's ideas and the ideas of others

Assessment

- Critique, compare, analyse and evaluate artists/artworks. Academic work typically involves some of the following: worksheets, essays, tests, and presentations.
- Mostly skills-based assessment in the form of projects. A visual diary is submitted. Projects included in the diary are listed above but can vary according to student interest.

Relevance to further studies

As a subject, Art provides general educational benefits, vocational possibilities and recreational interests for all people. Studying Art in Year 10 is advantageous for students selecting Art and Visual Art Studies in Years 11 and 12. It is also a useful subject for entering a variety of University and TAFE courses, apprenticeships and employment situations.

The Arts - Performing



Music and Drama

At this level, this subject is a performance based elective. Students will have the opportunity to pursue their chosen instrument but they may elect to try something else within reason and ability. The musical arrangements chosen will be taken from modern genres including jazz and pop. During sessions, students will engage in basic music sequencing using several programs like Anvil and drum editors. This hands-on practical work will be used to reinforce general music theory appropriate for this level. Students will have the opportunity to perform within school, and record their performances.

Students are encouraged to continue with private tuition on their various instruments in order to work on technical growth with a view to choosing music at VCE level.

Each year, Edinburgh College hosts a School Production where students are involved in various performances where they have the opportunity to either participate in a dramatic role or a support role in the orchestra. Senior ensembles such as a senior class will also perform at Winter Arts or Edinburgh Tattoo.

Assessment

- Playing, reading and writing music
- Aurally and visually responding to music
- Performances: music and drama
- Written tasks as applicable

Relevance to further studies

This course provides a number of pathways for students interested in all aspects of music whether vocational, for future tertiary study or to enjoy as recreational pursuits. Undertaking Year 10 Music is recommended to students who are interested in further study of Music at the senior levels.

Technologies

Design Technologies



In this subject students follow the technology process of investigate, design, produce and evaluate as found in industry. The course covers two main areas of technology. The systems found in internal combustion engines and then an individual project using wood, metal or plastics aimed at giving skills that they might use for trade or VCE.

Small Engines

Students explore the technology behind small engines by dismantling and reassembling a Briggs and Stratton engine. They examine the preferred futures of this technology and the new options that are becoming available from the viewpoint of global futures and sustainability.

Individual Project

For the second project, students follow the product design process of investigation, design, production, and evaluation to create their own individual project specialising in a skill or material they wish to develop. During this process, students consider the use of materials and their sources. They use creativity, innovation and enterprise skills, and learn to work independently and collaboratively. They create a range of graphical representations to communicate their designs and ideas. They explore new technologies and emerging materials as part of their product development. Students identify the steps involved in planning for production and they apply management plans, changing direction when necessary to successfully complete design tasks. They also learn to transfer theoretical knowledge to practical activities across the phases of production.

Assessment

- Investigation: Research tasks exploring designs and materials
- Design: Hand sketching and CAD drawing
- Production: Use of a wide range of tools and processes to create a product
- Evaluation: Evaluating work for improvements
- Safety: Training with OnGuard to ensure safe practices are used when working in this area

Relevance to further studies

This subject prepares students for success in subjects such as VCE Product Design and Technology or Systems Engineering. It also provides skills to continue into TAFE courses such as *Certificate II in Building and Construction Pre-apprenticeship* (Specialising in Carpentry).

Home Economics



Home Economics involves two areas of study:

Food

Students investigate cuisines from around the world, particularly those foods that are not often seen on the Australian food scene. During these investigations, the students develop their own recipe creations involving at least one complex process.

Textiles

Students use sewing machines to construct a pullover jumper using stretch fabrics. They also apply advanced skills such as drafting patterns from existing clothes.

Assessment

- Practical - preparation and cooking
- Theory based written assignments
- Practical sewing skills
- Final product 'Sweatshirt'
- Textiles exam

Relevance to further studies

This subject provides an ideal grounding in the senior subjects of Home Economics, Health and Human Development. This course assists students in preparing for a career in any of the following fields: Social Work; Public Relations; Nursing; Teaching; Industry (Food Science, Hospitality, Catering and Food Industries); Tourism; Food Marketing and Food Styling; Fashion Design and Related Industries; Marketing and Consumerism; Textile Science; Health based careers; Retail and Interior Decorating.

Digital Technologies

Students are introduced to the hardware and software components of computers. They learn the basics of computer languages and are taught to be able to identify the differences between them. Students are introduced to coding through block based modules that give them an introduction to languages such as Python and Java.



By attending external excursions and completing project based assignments, students get a headstart in developing a career in ICT. Students learn the basics of coding several different languages and create their own algorithms to complete different tasks.

Assessment

- Block Based Coding with Lego Robots
- Coding Assignment
- Algorithms
- Research Assignment

Relevance to further studies

Edinburgh College continues to recognise the importance of Digital Learning across the curriculum, this course provides a solid grounding for further studies in Informatics, Computing and Software Development.

VCE Religion & Society



The role of religion in society

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live. Upon successful study of this unit, student outcomes are to demonstrate an understanding of:

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

Religion and ethics

Students discuss and determine what is good and the principles that guide our decision-making. Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level, and how these are enmeshed with the dominant religious and philosophical traditions of the times within a culture at a certain point in time, including today's influence of media and popular culture, are investigated. The idea that society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centered on human dignity and basic justice remain fundamental to many legal and social systems, and codes of behaviour.

In this unit, students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews co-exist. Upon successful study of this unit, student outcomes are to demonstrate:

- An understanding of the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews co-exist.
- An understanding of how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews co-exist, and:
- To have participated in two or more debates on ethical issues in societies in which multiple worldviews co-exist.

Assessment

- Chapter based skills questions
- Personal notes and mind maps
- Quizzes
- Group Presentations and in-class debates
- SAC's & SAT's

Relevance to further studies

Students who would like to continue to follow this strand through to VCE can pick up the subject of Religion and Society 1&2 at the Year 10 level, continuing into Year 11 completing Religion and Society 3&4, which would leave one less subject to complete during Year 12.



VCE Sport & Recreation

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable Vocational Education and Training (VET) certificate. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices. The major areas of study are:

- Planning a session & facilitating groups
- Conducting warm-up & cooldown programs
- Safety & the sport environment
- Social media & creative thinking
- First aid & emergency situations
- Managing conflict

Assessment

- Practical assessment of work performance and fundamental sport skills
- Theory covering Health topics which combines written tests, workbook tasks, presentations and assignments
- SAC's & SAT's

Relevance to further studies

This certificate is delivered over a 24 month period and offers students a vocational qualification. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

Extracurricular Programs



Duke of Edinburgh Award

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. Key elements include:

- Three levels: Bronze, Silver, and Gold – each progressively more challenging.
- Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time Requirements:

Bronze – minimum 6 months

Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants

Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants

Private Tennis Coaching

Private tennis lessons are available each week, (utilising the college tennis courts), for interested students to become involved in. Our excellent coaches help to develop the innate potential of their students to develop players who are strong and resilient. Players who are able to problem solve in high pressure situations, show strength of character, self-control, persistence and respect for others.

Maths & Science Enrichment Classes

Maths enrichment classes are targeted at students with an interest and/or talent for mathematics. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment in mathematics. These classes are offered as an adjunct to their normal classes.

Science enrichment classes are targeted at students with an interest and/or talent for Science. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment in Science. These classes are offered as an adjunct to their normal classes.

Band

Edinburgh College boasts their own school band. In Years 7&8, students are taught a musical instrument of their choice and may then join the school band. The band practices at various times during the school week. The school's music teacher teaches the fundamentals of music through practical examples, visualisations and performance. The band practices their performances at a variety of venues; local primary schools, school Chapel, Churches, Melbourne city and our school concerts. An

exciting and rewarding component of the school band is touring - taking the band 'on the road'. 2018 saw the band tour New Zealand, and 2019 a tour of Tasmania.

Drama

Each year, students are given the opportunity to join the Drama team and work toward a Term 3 production. Students are taught elements of dance and dramatic art skills, in an after school session once a week from beginning Term 2.



Basketball Academy

The Edinburgh College Basketball Academy is an optional, fee-based program offering professional coaching on site after school. The Academy is a partnership between Amelite Hoops and Edinburgh College.

Amelite coaches are highly engaging and professional and motivated to conduct training sessions that incorporate skill development and personal fitness. The academy also has a strong mentoring component and is designed to complement the student's academic activities and goals of the school curriculum.

Private Music Tuition

Edinburgh College offers private music tuition before, during and after-school hours from Prep to 12. Private tuition is offered in the areas of Voice, Piano, Guitar, Strings, Brass & Flute.