



Introduction

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

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

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

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

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

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

Elective Preferences

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

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

Elective Allocations

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

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

Mr Paul Drew 7.5 (r)-11.8 (ew74fj/u)- (t)1 r onr A

DESCRIPTION OF ELECTIVE UNITS

LANGUAGES –

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

- Japanese technology

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

ARTS

Unit 2 - Modern theatre styles and conventions

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

MUSIC CRAFT

10UA

Contact – Mr G de Korte

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

Aims:

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

Skills:

- Students develop skills in music performance
- Students develop skills in critical, historical and contextual analysis of works and the effect on

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

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

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

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

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

Unit 1 - Explore, Expand n- (1) (x)pt GT-

- Conceptual and perceptual ideas and representations through Photography and inquiry processes.
- Understanding of the use of the techniques, materials, processes and technologies.
- Critical and creative thinking skills, Photographic Arts languages, knowledge of Media Arts theories and practices.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, photographers, commentators, and critics.
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Assessment:

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

Resources & references:

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

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

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

VISUAL COMMUNICATION DESIGN – Architecture

10VA

Contacts – Mr L Stewart & Mr C Moore

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

Aims:

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

Visual Communication Design: Architecture develops:

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

Leads to VCE Visual

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

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

WORLD LITERATURE

10WL

Contact – Mr B Mahoney

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

World Literature is designed for students who have a passion for great literature and enjoy probing deeply into the complex nature of humans and their relationships with others, and the places and times they inhabit - a truly stimulating course that further develops English skills. The elective covers various kinds of literature - poetry, short stories, novels, films of texts - and focuses on the ways in which literature re-creates and explores hu9 (nha)-2.9 n2ttv (t)1 (her)-0.8 0 Td(t)1.9 (s)-0.1 ((s)-0.9 (ves)-0.9 ()-1.8 (o)-2 f)-3.2dTAMCID 4

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

Key questions addressed in this unit include:

- What are nutrients and what is their role in development?
- What is the recommended dietary intake?

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

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

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

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

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