FOREWORD

Welcome to Year 10 at Yarra Valley Grammar.

Following the completion of Year 9 and a range of interesting and diverse electives and the LINK@9 program, on entering the Senior School, Year 10 students continue to study a range of core and elective pre-VCE subjects that enable them to establish a strong foundation for their final years of secondary school studies, the Victorian Certificate of Education (VCE). While they still have a range of subjects to choose from, including the option of studying their first VCE units, they commence to focus more formally on subjects of specific interest and preference that they are likely to study in Years 11 and 12 and may continue to study at tertiary level.

Organisation, diligence, consistency and commitment are important aspects for all students and this is particularly so in Year 10, which is structured as a pre-VCE year. The Year 10 Co-ordinator, Tutors and teaching staff are all committed to assisting students achieve their personal best in their academic pursuits and in all other areas of school life. It is important that as students choose subjects of interest to them that they take responsibility for their education.

The subjects listed in this book provide a wonderful range of learning opportunities for all students. From traditional to contemporary and from theoretical to creative, these subjects will assist in preparing students for their future studies.

In addition to the curriculum offering, Year 10 students will complete a week of Work Experience, may attend the Year 10 Social and be involved in a number of important educational experiences.

I wish you happy and successful learning and a positive and rewarding first year in Senior School.

Andrew Hocking
Deputy Principal – Head of Senior School
SUBJECT SELECTION PROCESS

This booklet describes the variety of semester units that Yarra Valley Grammar may be able to offer in 2017. In some cases, semester units may not be offered in a particular year or due to insufficient students selecting a semester unit.

Please note the following regarding the subject selection process:

1. Students and parents should carefully read the information contained in this booklet and other relevant material distributed by the School.

2. Students and parents/carers complete and sign the Subject Preferences form and submit by the due date indicated on the form. Subject choice information will be used by the School to determine the subject blocking. Some subjects may not be included in the final blocking grid. No student's subject choice is approved or finalised at this stage.

3. Early in Term 4 the blocking grid will be finalised. Students may not automatically be allocated all their chosen subjects. Reasons for this are:
   - a subject will only be offered if a viable number of students have selected that subject.
   - two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, the student will need to reconsider their initial choice and choose an alternative subject in a different block.

   If a student's main preferences cannot be allocated on the blocking grid, they will be contacted regarding alternative subject preferences will be considered. No student's subject choice is approved or finalised at this stage.

4. Following the end of year final assessments and examinations, all students' results are reviewed as well as their intended subject choices for the following year. The School may make further contact with students and parents to discuss subject selection. Examples of this may be where a student has done very well in a subject that they have not selected in the following year or where a student has not done very well in a subject that they are wishing to study in the following year. Following this review, students' subject choices are approved.

Please note: Yarra Valley Grammar reserves the right to cancel a subject offered. Students directly affected by this decision will be informed as soon as possible.

KEY LEARNING AREAS (KLA)

All subjects offered by Yarra Valley Grammar are grouped in Key Learning Areas. Key Learning Areas are determined by the Victorian Curriculum Assessment Authority. They are:

- The Arts
- English
- Health and Physical Education
- Languages Other Than English (Languages)
- Mathematics
- Science
- Humanities
- Digital Technologies
YEAR 10 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging, and is able to learn.

It is each student’s responsibility to:

- Comply with the School rules and requirements whether on or off site.
- Attend school regularly and be correctly attired at all time
- Come to class on time and with the required books, equipment and work preparation
- Follow instructions from the teacher
- Be thoughtful, respectful and courteous to others
- Support the learning and achievement of others
- Participate positively and constructively in group discussions and activities
- Use the Student Planner to assist good organisation and study habits
- Use the Student Planner to assist communication between parents and teachers
- Keep books, equipment and classrooms tidy, clean and free of graffiti
- Complete all set tasks and associated study to the best of ability

STRUCTURE

Year 10 is the preliminary year for the Victorian Certificate of Education (VCE). Many students apply and are granted permission to commence their VCE by studying a Unit 1 and 2 (Year 11) subject. In many cases, these students then study the equivalent Unit 3 and 4 (Year 12) subjects in Year 11. In the main, the VCE is completed in Years 11 (Units 1 and 2 subjects) and 12 (Units 3 and 4 subjects).

Subjects in Year 10 are structured in a similar way to the VCE subjects so that students can experience the expectations and requirements of these subjects a year earlier and thus be best prepared for the final year of school. Year 10 pre-VCE and VCE subjects have a class time allocation of seven hours per ten day cycle. Students are required to complete additional work in their own time.

Students are expected to complete additional home study and home work after normal school hours. Examinations are held in each pre-VCE and Unit 1 and 2 subject at the end of each semester.

All students are expected to participate in Year 10 Active and Able (five hours/ten day cycle) and Sport (one hour per week as well as any after school training sessions and matches against other schools. Active and Able is a combination of practical physical education and learning with study skills and well being theory. Assembly is held once a cycle and students are expected to attend and participate as required.

PASTORAL CARE

In Year 10, each student is assigned to a Tutorial. The Tutor will usually teach the student, however this is not always possible. The Tutor should be the first point for parent contact. The Tutor will monitor the academic and social progress of each student and will regularly have a discussion with each student regarding his/her performance across all areas of school endeavour.

As in Middle School, the Head of School, the Year Level Co-ordinator, Counsellors and other teaching staff support the Tutor.
HOMEWORK

The School believes in the value of homework on a regular basis. It is difficult to insist on particular lengths of time to be spent each evening but, as a guide, Year 10 students should be spending **two hours** over five nights completing homework. There will, of course, be times when more than this is required, particularly if students are studying a Unit 1 or 2 subject. Further details on the School’s expectations of homework are listed in the Student Planner.

CAMPS AND TRIPS

Camps may be offered as part of the Outdoor Education and Music programs. Short term exchanges of two-three weeks are currently available to China, France and Japan which Year 10 students may wish to consider. Other trips may also be arranged that Year 10 students may be able to participate in.

SPORT

All students in Year 10 are to be available to play Saturday Sport for the School. They are also expected to attend training after school on the designated day. Clear guidelines are set out in the Student Planner with regards to sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES

Students are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities offered to Year 10 students in the many musical ensembles, sporting activities, drama productions, Community Links activities and debating teams. In Year 10 students also complete one week of work experience in the last week of Term 2. There is also the Year 10 Social, Driver Education and Study Skills sessions. Students are also encouraged to support the Senior School CONNECT program by giving some of their time and talents to support others, this includes involvement in the School’s Community Links program.
YEAR 10 – SUBJECT SELECTION GUIDELINES

CORE SUBJECTS

- All students study English (Seven hours/ten day cycle), Mathematics (Seven hours/ten day cycle) and Active and Able (five hours/ten day cycle).
- Year 10 students must study at least one semester of a Science and Humanities (History/Geography) subject in line with the Australian Curriculum.
- All Year 10 students participate in Sport throughout the year, approximately 1½ hours/week.

ELECTIVE SUBJECTS

All pre-VCE electives are studied for seven hours/ten day cycle.

Students studying a VCE Unit 1 and 2 sequence in Year 10 must select six semester units. Students not studying a VCE Unit 1 and 2 sequence in Year 10 must select eight semester units. The semester units must include:

VCE UNIT 1 AND 2 STUDIES

A Year 10 student may study a maximum of one Unit 1 and 2 subject per semester; however, it is not compulsory to do so. All VCE subjects are studied for seven hours/ten day cycle.

The following list outlines the VCE Unit 1 and 2 subjects available to Year 10 students.

To be eligible to study a VCE Unit 1 & 2 subject in Year 10, students must complete a separate application form which is to be submitted at the same time as their Year 10 preferences in August. They must also obtain sound academic results in all their Year 9 subjects. Some students may not be deemed appropriate to study a Year 11 equivalent subject in Year 10 even if they have applied for it. Students who are not successful will need to select other Year 10 electives.

- Accounting
- Biology (A grade standard required for each Outcome of Year 9 Science)
- Business Management
- Computing
- Economics
- Food Studies
- Geography
- Health & Human Development
- History - Twentieth Century
- Legal Studies
- Media
- Outdoor and Environmental Education
- Physical Education Studies
- Religion and Society / Ethics
The table below provides a summary of subjects offered in 2017 for Year 10 students. The (11) indicates that this is a VCE Unit 1 & 2 subject that Year 10 students may study in 2016 if approved.

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|             | Chinese (Second Language)                    | 10   | Languages  | 43        |
|             | Chinese (First Language)                     | 10   | Languages  | 44        |
|             | Indonesian                                   | 10   | Languages  | 45        |

| Mathematics  | Mathematics                                   | 10   | Mathematics | 46        |
|             | Mathematics 10A (Advanced)                    | 10   | Mathematics | 47        |
|             | Foundation Mathematics                         | 10   | Mathematics | 48        |
|             | Specialist Mathematics - Elective             | 10   | Mathematics | 49        |

| Science      | Applied Biology                               | 10   | Science    | 50        |
|             | Applied Chemistry                             | 10   | Science    | 51        |
|             | Applied Physics                               | 10   | Science    | 51        |
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|             | Environmental Science                         | 10   | Science    | 53        |
|             | VCE Biology Units 1 & 2                       | 10 (11) | Science | 54        |
The Arts

There are no restrictions on the number of semester units studied in the Key Learning Area: The Arts.

DEPARTMENT: ART, DESIGN AND TECHNOLOGY

STUDIO ART - PHOTOGRAPHY

Available to: Year 10 students

Suggested Pathways: Year 10 Studio Art - Photography → Units 1 & 2 Studio Art →
Units 3 & 4 Studio Art

Unit Description

This course is an extension of the skills developed in Year 9 Studio Art - Digital Photography. Students produce artworks using digital photographic techniques, which develops knowledge and understanding of photographic approaches and methods. The theory component of the course introduces students to specific art terminology and a broad understanding of "What is Art?".

Note: Any student undertaking photography as a Year 10 elective does so on the understanding that they must be able to access an appropriate digital camera (SLR) in order to complete the set tasks over the course of the semester / year.

Assessment Tasks

- Folio of photographs
- Sketchbook of support material
- Art appreciation coursework
- End of semester examination
STUDIO ART - ART

Available to: Year 10 students

Suggested Pathways: Studio Art ➔ Units 1 & 2 Studio Art ➔ Units 3 & 4 Studio Art

Unit Description

Students have the opportunity to explore different art mediums and techniques such as drawing, painting, printmaking, and mixed media. The course requires students to make and present artworks which explore themes, issues and ideas. They will explore design elements and principles such as line, colour, shape, form and texture within their development folio. They will generate, develop and refine a range of ideas in their visual diaries through the practical application of the design process. Student’s structure and present artworks appropriate to chosen styles and forms. Some styles and forms will reflect the exploration of specific artists.

As part of this course, students are also required to analyse and interpret the content, structure and aesthetic qualities of artworks. They analyse the characteristics and role of art in different cultural contexts.

Assessment Tasks

- Applying the design process: Research and development
- Folio: The production of final artworks
- Research: Investigation and analysis of artists and their artworks
- End of semester examination

VISUAL COMMUNICATION AND DESIGN

Available to: Year 10 students

Suggested Pathway: Year 10 VCD ➔ Units 1 & 2 VCD ➔ Units 3 & 4 VCD

Unit Description

Students use the design process to develop skills in the application of freehand and instrumental drawing and an understanding of the design elements and principles in the generation and development of 2D and 3D solutions to set tasks. Different drawing techniques are explored and enhanced by the use of computer aided design, using programs such as Photoshop, Illustrator and Solidworks. They are also introduced to the use of typography, colour, layouts and a variety of presentation techniques. Students research past and present designers as a source of ideas and inspiration and to gain an understanding of the different ways information can be conveyed using visual means.

Assessment Task

- Drawing systems
- Design process
- Presentation of finished visual communications
- Design analysis
- End of semester examination
PRODUCT DESIGN TECHNOLOGY - WOOD

Available to: Year 10 students
Suggested Pathways: Year 10 Product Design and Technology - Wood → Units 1 & 2 Product Design and Technology → Units 3 & 4 Product Design and Technology

Unit Description

Product design responds to people’s changing needs to improve quality of life by designing and creating functional artefacts. New and traditional materials (timber) and technologies are explored in the design and manufacture of innovative sustainable products. In this unit, students have the opportunity to develop their own individual response to a set design brief through sketching and CAD software applications. A range of solutions are explored and documented in the folio. Relevant research is undertaken to support their selection.

Assessment Tasks
- Folio
- Research and analysis reports
- Final product
- End of semester examination

PRODUCT DESIGN AND TECHNOLOGY - TEXTILES

Available to: Year 10
Suggested Pathway: Year 10 – Product Design and Technology - Textiles → Units 1 & 2 Product Design and Technology - Textiles → Units 3 & 4 Product Design and Technology - Textiles

Unit Description

The Product Design and Technology – Textiles course at year 10 level focuses on learning about the design process and product design. Students will learn how to develop products in for a specific client and work within the constraints of a design brief. They will learn to read a commercial pattern and construct garments using a sewing machine and learn to follow standard conventions. They will learn to complete research and gather inspiration to inform their own ideas and put these into practice through the development of a product for their client.

Students learn about safe practice in the textiles industry and how to use risk assessment within their own work environment. Students complete a folio and a variety of final products. All practical work is based on theory and research that is developed throughout the course. This is reflected in their design folios and research projects.

This course will prepare students to continue studying Product Design and Technology – Textiles at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks
- Design folio
- Final product and production journal
- Product and production methods evaluation
DEPARTMENT: DRAMA

DEVISING THEATRE

Available to: Year 10 students

Suggested Pathway: Drama ➔ Devising Theatre ➔ Units 1 & 2 Drama ➔ Units 3 & 4 Drama

Unit Description

Students learn construction communication techniques to explore their own stories in dramatic form and create a performance for a specified audience. Students develop their expressive skills and improve their confidence. Students are introduced to key twentieth century drama practitioners and explore both contemporary and traditional styles and conventions in the scenes they develop.

Assessment Tasks

- Ensemble performance
- Performance analysis
- End of semester examination
DEPARTMENT: MUSIC

MUSIC PERFORMANCE

Available to: Year 10 students

Suggested Pathway: Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit Description

This course is designed for students planning to study music at VCE level and aims to enhance all of the skills required at that level. Part of the course is practical and focuses on developing performance skills on an instrument or voice either as a soloist or as a member of a group. Students develop a ten minute recital of solo and ensemble works, which are presented at a performance at the end of the semester. Students study theory and aural work, and focus on rhythm, scales and notes, intervals, chords and melody. Music technology is used to create an original work and music history and styles are studied.

Assessment Tasks

- Performance recital as a soloist or member of a group
- Creative composition assignment
- End of semester examination (theory and aural)
Digital Technologies

IT

Available to: Year 10 students
Suggested Pathway: Basic IT/Game Design ➔ Year 10 IT ➔ VCE Unit 1 Computing ➔ VCE Unit 2 Computing ➔ VCE Units 3 & 4 Informatics or VCE Units 3 & 4 Software Development

Unit Description

This practical course encourages students to develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students will learn both theoretical knowledge and practical skills in computer hardware and networking, basic programming and three-dimensional environmental design incorporating visual scripting.

Assessment Tasks

- Folio
- Practical and written tests
- Assignment work
- Competency with practical work
- End of unit examination

MEDIA

Available to: Year 10 students
Suggested Pathway: Basic IT/Game Design/Multimedia ➔ Year 10 Media ➔ VCE Units 1 & 2 Media ➔ VCE Units 3 & 4 Media

Unit Description

This practical course is designed to provide the skills and knowledge to evaluate how genre, media conventions and technical and symbolic elements are manipulated to make representations and meaning. Emphasis is on applying media conventions through animation, cinematography and video compositing to provide students with the skills required to plan, create and publish original work as part of the media production process.

Assessment Tasks

- Folio
- Practical and written tests
- Assignment work
- End of unit examination
VCE COMPUTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Game Design and/or Basic IT → Year 10 IT → Unit 1 Computing → Unit 2 Computing → Units 3 & 4 Informatics or VCE Units 3 & 4 Software Development

Unit 1 Description

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 1 involves a considerable amount of practical computing including the use of:

- Data and infographics
- Web authoring and multimedia authoring software
- Image editing software such as Adobe Photoshop
- Visualising thinking tools

Unit 2 Description

In this unit students focus on data and how the application of computational, design and systems thinking skills to support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 2 involves a considerable amount of practical computing including the use of:

- Programming or scripting languages such as PHP or Visual Basic
- Database management system software such as Microsoft Access
- Spreadsheet development such as Microsoft Excel

Assessment Tasks

- Reports
- Tests
- Visual Presentations
- Projects
- End of semester examination
VCE MEDIA UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Unit 1 Media ➔ Unit 2 Media ➔ Units 3 & 4 Media

Unit 1 Description

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2 Description

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 1 & 2 involves the creation of a number of different pieces of media presentations including:

- radio or audio sequences
- audiovisual or video sequences
- photographs
- print layouts
- multimedia sequences or presentations
- posters
- tests
- written responses
- oral reports

Assessment Tasks

- Reports
- Tests
- Projects
- End of semester examination
English

English is a core subject. Students must complete English or English as an Additional Language.

Available to: Year 10 students
Suggested Pathway: Year 10 English → Units 1 & 2 English/English Language / Literature → Units 3 & 4 English/English Language / Literature

Unit Description

This course aims to consolidate students’ examination of the critical and socio-cultural dimensions of language. Students continue to develop an understanding of how print and non-print texts are constructed, and focus on strategies to understand and interpret a range of texts dealing with more complex or abstract themes and issues. The contextual factors involved in the construction and interpretation of texts are highlighted, with particular emphasis being placed on the importance of identifying an audience. Through incorporating oral, written and reading strategies, students develop an increasingly mature understanding of the structures, purpose and functions of language.

Assessment Tasks

- Creative and analytical text responses
- Presentation of issues and arguments
- Oral presentations
- Comparative analysis of literature
- End of semester examination
ENGLISH ESSENTIALS

Available to: Elective unit for nominated Year 10 students

Suggested Pathway: Year 9 English and Year 9 Extra Assistance → Year 10 English → Year 10 English Essentials → Units 1 & 2 English/English Language → Units 3 & 4 English/English Language

Unit Description

English Essentials is an elective subject run in parallel to the regular Year 10 English classes. It is designed as a support class for nominated students who need assistance with their core English skills. The class is also designed to give additional support to students who find the English curriculum challenging. Students complete a range of tasks and exercises to improve their skills in the following five key areas: writing, speaking and listening, reading, spelling and punctuation, grammar and expression.

Assessment Tasks

There is no formal assessment of student work in the English Essentials class; rather the skills and concepts which are reinforced in the subject are applied to the assessment tasks in Year 10 English.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Available to: Year 10 EAL students

Suggested Pathway: Year 10 EAL → Units 1 & 2 EAL → Units 3 & 4 EAL

Unit Description

Students whose first language is not English enrol in this subject instead of English classes. The focus of this course is to develop students’ English skills in terms of four key areas; speaking, reading, listening and writing. They learn to read extended English texts, expand their vocabulary and improve their writing skills. In addition, students concentrate on grammar and comprehension within different text types and contexts. Students study two texts; a novel and a film. They are also introduced to Australian newspapers, given an introduction to analytical essays and learn to write for different audiences and purposes. This course also students’ key skills in preparation for EAL at VCE level.

Assessment Tasks

- Analytical text essay
- Persuasive essay
- Craft of writing pieces for different audiences and purposes
- Oral presentation
- Essential language skills; grammar and vocabulary
- End of semester examinations
LITERATURE

Available to: Year 10 students

Suggested Pathway: Literature ➔ Units 1 & 2 English ➔ Units 1 & 2 Literature ➔ Units 3 & 4 English Units 3 & 4 Literature

Unit Description

This course introduces students to Literature as a separate study to English. Students cover a range of literature styles and periods through set texts (print and film). Students may also explore areas of personal literary interest. This is an elective for those who enjoy discussing ideas and may be selected as a semester based elective.

Assessment Tasks

- Oral presentations
- Creative and analytical written tasks
- End of semester examination
Food Studies

FOOD FOR LIFE

Available to Year 10 students

Suggested pathway Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Unit 1 Food Studies ➔ Unit 2 Food Studies ➔ Units 3 and 4 Food Studies

Unit Description

In Food for Life students learn how to prepare and select foods that focus on current food and health trends. Students follow the production and preparation of food from paddock to plate and complete a project in which they grow, harvest and cook a selected vegetable. Where possible students will use fresh, seasonal produce from the kitchen garden to achieve maximum flavour and nutritional content of prepared meals. Students also learn basic nutritional concepts and investigate the health implications of the modern diet and they create a range of meals that promote healthy eating.

For students who chose to study this subject, there will be an additional cost for food supplied charged to your school account.

Assessment Tasks

- End of semester practical examination
- Research Project
- Food Evaluation tasks
Unit 1 Description - 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 Description – 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.

Assessment Tasks

- School Assessed Tasks that include both written and practical work
- End of semester examination
Health & Physical Education

ACTIVE & ABLE

Available to: Year 10 students

Unit Description

This compulsory subject ensures that students have timetabled access during the working week to a balanced lifestyle that includes sufficient physical activity to sustain a healthy mind and body. Students develop their ability to coordinate body movements, adapt to skill variation, transfer prior learning and develop their fitness. Students will also have the opportunity to experience workshops, lectures and learning activities that promote key health messages and develop strategies for effective management of VCE study.

Content

The following units and activities will be used to meet the aims and objectives of the course:

- fitness challenges, world games, striking games, minor and recreational games
- dance, aerobics, yoga, Pilates
- mindfulness and resilience training
- drug, alcohol and sexual education
- study skills: organisation, time management, memory mnemonics
- careers
- driver education

Assessment Tasks

- Assessment of cardiovascular endurance, game plays, strategy and engagement in a range of recreational pursuits.
- Assessment of engagement in health promotion and well being messages.
HEALTH

Available to: Year 10 students
Suggested Pathway: Year 10 Health ➔ Units 1 & 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

Semester Description

You would select this subject if you are considering Health & Human Development as a VCE subject next year and/or if you are thinking about a career pathway involving health promotion or health science, human movement; science or you have an interest in nursing or global health

At the end of this semester, students should be able to understand and have knowledge in the following areas:

• Investigate the role of the community in promoting health. This may include visiting health offerings such as walking groups and leisure centres
• Focus on the different dimensions of health and services provided by the community that address mental, physical and social health
• Describe and explain the determinants that affect the health and individual human development of Australia’s unborn children
• Describe and explain the individual human development of the reproductive stage of youth and adults
• Create a daily meal plan that meets the Australian Dietary Guidelines

Assessment Tasks

• Case study / media analysis task
• Data analysis task
• Tests
• Oral / multimedia presentation tasks
• Written response / written report
• End of semester examination
PHYSICAL EDUCATION STUDIES

Available to: Year 10 students
Suggested Pathway: Year 10 Physical Education Studies ➔ Units 1 & 2 Physical Education ➔ Units 3 & 4 Physical Education

Semester Description

You would select this subject if you are considering PE Studies as a VCE subject next year and/or are interested in a career pathway involving health promotion or health science, coaching, human movement; science or you have an interest in sports management.

The course includes two areas of study:

Performance Enhancement

Major Question: How do we best obtain a performance advantage? Your learning activities will include:

- Investigate Illegal advantages such as: Blood Doping, hormone injections, using Diuretics or Beta Blockers. Look at famous people who have used Illegal ways of performing better;
- Investigate Legal advantages such as: Carbohydrate Loading, Types of Sports Drinks, Compression Clothing, Dietary Supplements, Altitude Training;
- Investigate how we get fatigued and experience recovery strategies such as: Massage, Hydration/Dehydration, Sleep Strategies, Meditation Strategies and Active Recovery;
- Investigate Energy Systems, experience training the energy systems and discover more about Interplay;

Biomechanics

Major Question: How does sport science improve performance? Your learning activities will include:

- Investigate and experience levers, friction, Newton’s laws of motion, force and spin in a sporting context
- Discover the relationship between fitness testing, sport science and coaching

Assessment Tasks

- Laboratory activities
- Visual and other Media presentations
- Class tests or reports
- An examination revision resource
- End of semester examination
VCE HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Year 10 Health ➔ Unit 1 Health and Human Development ➔ Unit 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

Unit 1 Description

In this area of study students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth. Students should:

- be able to describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measurements.
- be able to describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2 Description

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

On completion of this unit the student should be able to:

- Understand trends and patterns in the health status of Australian children and adults.
- Describe and explain the determinants that affect the health and individual human development of Australia’s children.
- Describe and explain the determinants that affect the health and individual human development of Australia’s adults.
- Evaluate food models such as Australian Guide to Healthy Eating, Healthy Eating Pyramid, Australian Dietary Guidelines and their uses in promoting healthy eating.

Assessment Tasks

- Case study / media analysis task
- Data analysis task
- Tests
- Oral / multimedia presentation tasks
- Written response / written report
- End of semester examination
VCE OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathways: Unit 1 Outdoor and Environmental Studies ➔ Unit 2 Outdoor and Environmental Studies ➔ Units 3 & 4 Outdoor and Environmental Studies

Unit 1 Description

Unit 1 examines the ways in which humans understand and relate to nature in the context of Outdoor Education. The unit focuses on different types of river and coastal environments. Students develop an understanding of these environments through practical experiences. Students develop practical skills related to minimum impact and plan for safe participation in these practical experiences. Rivers and coasts are studied via canoe and kayak journeys and aquatic activities. Practical basic paddling sessions are conducted in the School swimming pool prior to venturing onto the Yarra and Murray Rivers in canoes. The Coastal environment is explored through surfing. Navigation and map reading is taught via orienteering sessions.

Unit 2 Description

Unit 2 focuses on human related impacts on natural environments. This unit investigates Victorian Alpine areas and students undertake analysis of human conceptions of nature, as well as human interactions with nature. Students identify activities such as conservation, commerce and recreation, and explore the environmental impacts, codes of conduct, and environmental legislation related to these activities. Students engage in practical experiences such as skiing, climbing, bushwalking and mountain biking in similar locations to which they investigate in the classroom. Preliminary practical sessions in climbing gyms and nearby bush and forest country are conducted, enabling students to hone their skills before venturing outdoors on overnight trips. All activities focus on minimum impact, and locations include Lake Mountain, Mt Stirling, Central Victoria, The Grampians and Mt Arapiles.

Assessment Tasks

- Oral presentation
- Practical reports in non-text format such as multimedia, annotated visual display
- Short reports of outdoor experiences
- Tests
- Written responses
- End of semester examination
VCE PHYSICAL EDUCATION STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Unit 1 Physical Education → Unit 2 Physical Education → Units 3 & 4 Physical Education

Unit 1 Description

Unit 1 includes three areas of study:

1. **Body Systems and Human Movement** – on completion of this unit students should be able to explain how the musculoskeletal, cardiovascular, respiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur.

2. **Biomechanical movement principles** - on completion of this unit students should be able to explain how biomechanical principles underpin physical activity and sport. Students will participate in activities in order to analyse movement and apply techniques to improve performance.

3. ‘**Technological advancements in biomechanics**’ or ‘**Injury prevention and rehabilitation**’ one of these two detailed studies will be selected to study. The technological advancements unit is a detailed study of changes to sporting technique and equipment from a biomechanics perspective. The injury and rehabilitation unit is a detailed study of current practices and processes that are used to reduce the risk and injury and to return injured athletes to their physical activity.

Unit 2 Description

Unit 2 includes three areas of study:

1. **Effective coaching practices** – on completion of this unit, students should be able to evaluate the skills and behaviours of an exemplary coach and explain the application of a range of skill learning principles used by a coach.

2. **Physically active lifestyles** – on completion of this unit, students should be able to analyse individual and population physical activity trends and implement strategies that adhere to the National Physical Activity Guidelines.

3. ‘**Decision making in sport**’ or ‘**Promoting active living**’ – one of these two detailed studies will be selected to study. The decision making unit is a detailed study focusing on game situation strategies and tactics and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision. The active living unit is a detailed study of the types of subjective analysis methods used to identify participation trends in physical activity. Students will implement promotional strategies to a specific group in order to increase their physical activity levels.

Assessment Tasks

- Laboratory projects
- Visual presentations
- Class tests or reports
- Examination revision resource
- End of semester examination
Humanities

At least one semester unit must be studied in the Key Learning Area: Humanities in the subjects History or Geography at Year 10.

DEPARTMENT: BUSINESS STUDIES

ACCOUNTING AND BUSINESS MANAGEMENT

Available to: Year 10 students

Suggested Pathway: Year 9 Commerce (suggested but not required) ➔ Accounting and Business Management ➔ Unit 1 Accounting ➔ Unit 2 Accounting ➔ Units 3 & 4 Accounting

Year 9 Commerce (suggested but not required) ➔ Accounting and Business Management ➔ Business Management Units 1 & 2 ➔ Business Management Units 3 & 4

Unit Description

This unit will provide an introduction to the key learning areas of the VCE studies (Units 1 and 2) of Accounting and Business Management. The purpose is to provide students with both an introduction to the nature of these popular business studies subjects, and some background knowledge to assist in their successful study of these VCE subjects. It is assumed that students undertaking this unit are interested in following on with VCE Accounting and/or Business Management, Units 1 and 2. There will be two outcomes. One is an introduction to accounting reports and terminology, and will introduce the balance sheet, profit report and cash flow statement, and definitions of the key elements of the accounting equation and qualitative characteristics and principles. The second involves an introduction to business concepts and terminology and the nature of small business.

Assessment Tasks

- Annotated visual displays, e.g. posters and PowerPoint presentations
- Tests
- Research reports using a variety of resources
- Folio of exercises
- Assignments
- End of semester examination
VCE ACCOUNTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Finance and Investment → Year 10 Accounting and Business Management → Unit 1 Accounting → Unit 2 Accounting → Units 3 & 4 Accounting

Unit 1 Description

Unit 1 (Establishing and Operating a Service Business) aims to develop an understanding of the fundamental processes of gathering, recording, reporting, analysing, interpreting and evaluating financial information for use by the individual in a sole proprietor service business. There are two outcomes involved in this unit. The first outcome relates to descriptions of resources and the explanation and application of knowledge and skills necessary to set up a small business. Areas included here are forms of business ownership, types of businesses, reasons for their establishment, factors leading to success and failure, the role of professionals, and internal and external sources of finance. The second outcome relates to identification, recording, reporting and explanation of financial data and information for the owner of a service business, using a combination of manual and ICT methods. Areas included in outcome two are accounting principles, qualitative characteristics, definitions of asset, liability, owners equity, revenues and expenses, the accounting equation and the two-fold effect of transactions, classifications (current and non-current), source documents, recording cash transactions, internal control procedures, accounting reports, and taxation in small business. Evaluation of performance will also be considered.

Unit 2 Description

Unit 2 (Accounting for Trading Businesses) focuses on accounting for a single activity sole trader. It introduces the accrual approach for recording and reporting, and incorporates credit transactions and uses the single entry approach. There is also an emphasis on performance evaluation and the provision of advice to business owners. There are three outcomes. The first outcome involves the ability to record and report financial information and data for a sole trader. It includes the distinction between trading and service businesses, accounting principles and qualitative characteristics, source and business documents, special journals, stockcards using FIFO, physical stocktakes, balance day adjustments, accounting reports, the distinction between cash and profit and the two-fold effect of transactions on the accounting reports. The second outcome relates to the recording and reporting of financial data and information using an accounting software package. The third outcome requires students to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance. This outcome requires students to understand the role of key performance indicators.

Assessment Tasks

- Tests
- Essays
- Folio of exercises
- Case studies
- End of semester examination
VCE BUSINESS MANAGEMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Year 9 Finance and Investment or Year 10 Accounting and Business Management ➔ Units 1 & 2 Business Management ➔ Units 3 & 4 Business Management

Unit 1 Description

This unit (Planning a Business) provides students with an opportunity to explore the factors affecting business ideas and the effect these have when planning a business. There are three outcomes involved in this unit. The first relates to the business idea. Students will learn how and why business ideas are created and methods by which a culture of business innovation and entrepreneurship may be fostered in a nation. The second outcome relates to the external environment and how it influences planning. Students will learn how a range of both macro and operating factors affect business planning. The third outcome relates to the internal environment and how a range of factors in the internal environment affect the level of success a business is likely to achieve.

Unit 2 Description

This unit (Establishing a Business) enables students to examine the financial and legal requirements that must be complied with in order to establish a business. They examine the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing. Students also analyse various management practices in this area by applying this knowledge to contemporary business contexts. There are three outcomes associated with this unit. Outcome one will allow students to be able to explain and describe the importance of the legal and financial compliance necessary when establishing a small business in Australia. Outcome two relates to marketing and will lead students to be able to explain the importance of establishing a customer base and a marketing presence in order to achieve the objectives of the business, analyse effective marketing and public relations strategies and be able to apply these to business related contexts. Outcome three relates to staffing. On completion of this outcome, students will be able to identify staffing needs for a business and discuss the benefits and limitations of management strategies in this area from both the employer and employee’s perspective.

Assessment

- Case studies
- Tests
- Research tasks
- Oral presentations
- Reporting on site visits, guest speakers
- End of semester examination
YEAR 10 ECONOMICS

Available to: Year 10 students
Suggested Pathway: Law and the Economy ➔ Year 10 Economics ➔ Unit 1 Economics ➔ Unit 2 Economics ➔ Units 3 & 4 Economics

Unit Description

In Economics students will be introduced to the concept of scarcity and the need to make important choices about the best way to allocate scarce resources. Students will be introduced to key economic terminology and learn about the laws of supply and demand. They will examine a specific market (share market or the property market) and how prices are set using the price mechanism. Students will examine the role of government in the Australian economy and some of their current policies and how they might impact on economic outcomes and the standard of living of Australians. Students will be encouraged to investigate contemporary examples and case studies.

Assessment Tasks

• Tests
• Folio of tasks (media reviews, collections of current economic issues in newspapers and applied economics exercises)
• Analyses of written, visual and statistical evidence
• Debates
• Oral presentations, role plays and multimedia presentations
• Written reports
• End of semester examination
VCE ECONOMICS UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Law and the Economy ➔ Unit 1 Economics ➔ Unit 2 Economics ➔ Units 3 & 4 Economics

Unit 1 Description

Unit 1, “Economic Trade-offs”, examines the relationship between a range of economic objectives and the need to compromise through deliberately trading-off objectives to achieve the best overall economic outcome in terms of maximising living standards for Australians. There are two outcomes in unit two. Outcome one examines the potential trade-offs between the pursuit of ‘strong and sustainable economic growth’ and ‘sustainable development’. The measurement of these economic outcomes (such as GDP, and Real GDP per Capita) and the benefits of each objective will be an important part of this outcome. Outcome two involves the examination of the relationship between the goals of ‘Economic Efficiency’ and ‘Equity in the Distribution of Income’. Measures used to evaluate the level of achievement of these economic outcomes and the benefits of each will be important considerations.

Unit 2 Description

In Unit 2, students examine and analyse the impact on Australia’s living standards of changing employment and participation patterns, skills shortages and technological change. Students will also consider two contemporary global economic issues in light of how the economic decisions made by domestic and international households, businesses, governments and other relevant groups influence the Australian and international economies. There are two outcomes in this unit. The first outcome will enable students to describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards. The second outcome will allow students to be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards. The issues available to select from include international economic relations, development economics and economic globalisation.

Assessment Tasks

- Tests
- Folio of tasks (media reviews, collections of current economic issues in newspapers and applied economics exercises)
- Analyses of written, visual and statistical evidence
- Debates
- Oral presentations, role play and multimedia presentations
- Written reports
- End of semester examination
LEGAL STUDIES

Available to: Year 10 students
Suggested Pathway: Year 9 Introduction to Law and the Economy ➔ Year 10 Legal Studies ➔
Legal Studies Units 1 & 2 ➔ Legal Studies Units 3 & 4

Unit Description

This unit attempts to introduce students to the key learning areas included in VCE Legal Studies, Units 1 and 2. This will provide background to students who may be planning to enrol in the VCE in 2016. The main topics included are criminal law trial processes used in dispute resolution. There will be an emphasis on the use of case studies to analyse and assess these areas. At the conclusion of this introductory unit, students will have gained an understanding of the nature and purpose of laws and how they are applied and altered.

Assessment Tasks

- Annotated visual displays, e.g. posters and PowerPoint presentations
- Tests
- Research reports using a variety or resources, including case studies
- Assignments
- End of semester examination
Unit 1 Description - Criminal Law in Action

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Outcome one requires the student to be able to explain the need for effective laws and describe the main sources and types of law in society. Students investigate the difference between legal and non-legal rules and to whom they apply. Students gain an understanding of the role of parliament and subordinate authorities in law making, and the types of laws each creates. Outcome two requires the student to be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society. Outcome three requires the student to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit 2 Description - Issues in Civil Law

Civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution. Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. There are four outcomes in this unit. Outcome one requires students to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases. Outcome 2 requires students to explain and evaluate the processes for the resolution of civil disputes. Outcome three requires the student to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law. The fourth outcome will enable students to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

Assessment Tasks

- Case studies
- Tests
- Research tasks
- Oral presentations
- Reporting on site visits, guest speakers, and/or work placement in a small business
- End of semester examination
DEPARTMENT: HUMANITIES

FLASHPOINTS

Available to: Year 10 students
Suggested Pathways: Flashpoints ➔ Units 1 & 2 History ➔ Units 3 & 4 Global Politics

Unit Description

We read in the media about conflicts overseas and how these conflict progress and what prospects exist for their resolution. This course is designed to get students to understand the nature of international conflict in the late 20th and early 21st centuries. The course commences with a study of international connections, examining in detail Australia’s role in the Asia Pacific ‘arc of instability’. North Korea is studied as an example of a ‘failed state’. The course then continues with a study of global conflict, examining key events surrounding 9/11 and the War on Terror. The course concludes with a study of the United Nations’ role in managing international conflict.

Assessment Tasks

- Class Tests
- Research essay
- Report
- End of semester examination
**GEOGRAPHY UNITS 1 & 2**

Available to: Year 10 and Year 11 students

Suggested Pathways: The Violent Earth ➔ Units 1 & 2 Geography ➔ Units 3 & 4 Geography or Units 3 & 4 Global Politics

**Unit Description**

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Students will explore different kinds of hazards and develop a deep understanding of the world through fieldwork and investigation of a wide range of secondary sources. They will also look at how people travel to different destinations and the immense impact that is derived from this travel.

Unit 1 Geography is centred on the nature of and response to ‘Hazards and Disasters’. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2 Geography explores the characteristics of and impact of ‘Tourism’. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

**Assessment Tasks**

- Field work reports
- Structured questions
- Case Study
- Report
- Folio of exercises
GLOBAL ISSUES

Available to: Year 10 students
Suggested Pathway: Global Issues ➔ Units 1 & 2 History ➔ Units 3 & 4 Global Politics

Unit Description

We often hear that the world is becoming an increasingly ‘global place’. What are some of the issues in making the world a more global community? What are some of the global issues that will remain in the news during your lifetime? The course commences with an examination of the tourist industry as a global force, and how it has changed in the last few years as a result of the impact of issues such as terrorism, SARS and Climate change. The impact of tourism on natural environments is examined by using a number of case studies. The second area of study is man-made disasters. This examines the Chernobyl nuclear crisis and the debate on whether Australia should or should not use nuclear energy as an alternative to fossil fuels. The course concludes with a study of the global and regional implication of population issues, using China, India and Indonesia as case studies of attempts to control population at a national and global level. The case of Australia’s declining population will be used as a point of comparison and contrast. A range of newspaper, video and on line resources will be used as a basis for the course.

Assessment Tasks

- Tourism survey task
- Topic tests
- Research essay on world population issues
- End of semester examination

WAR, BOOM AND BUST

Available to: Year 10 students
Suggested Pathway: War Boom and Bust ➔ Units 1 & 2 History ➔ Units 3 & 4 Global Politics
and/or Units 3 & 4 Revolutions

Unit Description

Two World Wars, a boom and a bust characterise Australian history from 1900 to 1945. After Federation, Australia became drawn into war as a result of our on-going ties with the British Empire. The issue of whether Australia established a new national identity as a result of World War I and the ANZACs is debated as part of this course. The inter-war years (1920s and 1930s) were a boom for some Australians, but not all. The 1930s Depression highlighted the social and economic differences that were already apparent in the 1920s boom. Under its obligations to Britain, Australia again became involved in a World War in 1939. As World War II progressed, Britain could no longer defend Australia and, after bombing of Pearl Harbour in 1941, Australia looked to the USA as a new common ally in the Pacific War against Japan. The course emphasises the use of different learning styles in the study of history.

Assessment Tasks

- Essay involving historiography
- Document analysis
- Research task using primary sources
- End of semester examination
AUSTRALIA AND THE WORLD

Available to: Year 10 students
Suggested Pathway: Australia and the World → Units 1 & 2 History → Units 3 & 4 Global Politics and/or Units 3 & 4 Revolutions

Unit Description

The world has changed dramatically since World War II. The period from 1945 to the present has been a period of massive social, political and economic change. New power rivalries emerged after 1945 between the US and the USSR which resulted in the Cold War. Australia’s post war migration program became a focus for a new Australia in the 1950s. Australians responded in different ways to the migration process and this led to a number of social movements based around civil rights and equal rights. The popular culture of the 1960s and 1970s reflected these social movements and was important in achieving both political and social change in Australia and the world community. Case studies of the world since 1945 include the impact of popular culture on societies and impact of social movements on everyday life in the second half of the twentieth century, including a study of The Whitlam government.

Assessment Tasks

- Document analysis
- Essay
- Research assignment
- End of semester examination

PHILOSOPHY

Available to: Year 10 students

Unit Description

Philosophy is the love of wisdom. This unit looks at the three main areas of philosophy that ask the following three questions:

1. What should I do with my life? What is right and wrong?
2. How do I know the things that I know?
3. What is real? Am I free? What is a mind?

In trying to understand these questions more clearly we have to practice philosophy. The subject looks at the different ways of approaching these three questions, and on doing so, looks at the ways they are best answered, both historically and in current times. There is a good deal of discussion that opens the way for some very careful thinking about the world and the place we have in it. The unit is based around close textual analysis of relevant films.

Assessment Tasks

- Film analysis
- Research tasks
- Test
- End of semester examination
- Reflection Journal
**PSYCHOLOGY**

Available to: Year 10 students

Suggested Pathway: Psychology ➔ Units 1 & 2 Psychology ➔ Units 3 & 4 Psychology

**Unit Description**

This course introduces students to the nature of psychology, the importance of good research, how research is conducted, and some of its applications. Psychology is one of the most exciting and fascinating sciences, and has grown in popularity in recent decades. It answers a need for pre-VCE students to be more informed about the nature of psychology and what it has to offer both in study and vocation. This course focuses on ‘what psychologists do’ within a number of specialist areas.

The following topics are covered: what is psychology; psychological research methods; sports psychology, including motivation, goal setting, self-confidence, stress and relaxation; clinical psychology, including psychological assessment and diagnosis and treatment of mental disorders; and forensic psychology including areas of specialisation such as criminal profiling, forensic psychology in the courtroom and eye-witness testimony.

**Assessment Tasks**

- Reports/tests
- PowerPoint presentations and concept map
- Diary entries
- Role play
- End of semester examination
VCE HISTORY – TWENTIETH CENTURY UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Images of War and/or Larrikins, Losers and Leaders and/or Yankees, Indians and Rebels and/or War Boom and Bust and/or Australia and the World ➔ Unit 1 History – Twentieth Century ➔ Unit 2 History – Twentieth Century ➔ Units 3 & 4 History Revolutions and/or Units 3 & 4 Global Politics

Unit 1 Description 1900 - 1945

The first half of the twentieth century was a period marked by significant change. The traditional order of the nineteenth century was challenged and overturned due to ideology and conflict. Societies and individuals were in a state of flux where more change seemed to be the only certainty. Unit 1 focuses on the period in Germany following the Great War (1919) through to the Second World War. It investigates the rise and fall of democracy followed by the rise of Nazism and Adolf Hitler, and the impact that the policies and programs of the Nazis had on social life. The plight of the Jews during this period is studied through the examination of social and cultural change during the period. This includes visiting the Jewish Holocaust Centre and viewing the film “Schindler’s List”.

Unit 2 Description 1945 - onwards

Unit 2 examines some of the main events, competing ideologies and social and challenges and changes that occurred following the end of the Second World War in 1945. It explores the increasing interplay between domestic events and international developments of the Cold War, which were a feature of this period. It examines the conflicting political ideologies of this war, in particular communism, democracy and nationalism. The roles and involvements of the United States and USSR are examined. The role of social and political movements that emerged during this period is investigated.

Assessment Tasks

- An analysis of historical interpretations
- Essay
- End of semester examination
Unit 1 Description

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Religious traditions to be studied will include some of the following: Christianity, Islam, Judaism, Buddhism, Hinduism, Australian Aboriginal religions and religions of the Pacific Islands.

Unit 2 Description

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times. Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. These various values remain fundamental to legal and social systems, and constitute the everyday categories of ethical discourse in the modern world.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Assessment Tasks

- Research tasks
- Essays
- End of semester examination
Languages

There are no restrictions on the number of semester units studied in the Key Learning Area: Languages.

DEPARTMENT: LANGUAGES

FRENCH

Available to: Year 10 students
Suggested Pathway: Year 9 French ➔ Year 10 French ➔ Units 1 & 2 French ➔ Units 3 & 4 French

Semester 1 Description

Topics covered in this course centre around self and family descriptions, sports and leisure activities and holidays. Learning activities include reading about and describing holiday experiences; performing role-plays about making holiday reservations and reading celebrity profiles; playing vocabulary and grammar building games: writing personal letters and postcards; and listening to and reading articles about leisure activities. Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students enhance their conversation skills by developing their ability to respond in impromptu conversations and deliver extended oral presentations. They listen to a range of French speakers and read a variety of texts on the topics being studied. Knowledge of vocabulary and grammar is consolidated through the use of Language Perfect. Long pieces of writing are required in a wide variety of text types, demonstrating increasing complexity of grammatical structures and the ability to use past tenses.

Semester 2 Description

Topics covered in this course centre around the environment, shopping, going out, comparing life in the past and the present, and the future. Learning activities include reading and writing letters, memoirs and postcards; reading articles about environmental problems, playing language building games, creating role-plays about making a telephone call to organise an outing; listening to dialogues in shops; and discussing future plans. Knowledge of vocabulary and grammar is consolidated through the use of Language Perfect. By the end of this course, students should be able to produce written texts of approximately 250 words incorporating a range of text types and participate in discussions and presentations, which inform, compare or state a point of view. In addition, they should be able to demonstrate comprehension of both written text and spoken material, giving both gist and detail in their responses. They should also be able to employ the use of the present, past, and future tenses as appropriate in both written and spoken situations.

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- End of semester examination
CHINESE (SECOND LANGUAGE)

Available to: Year 10 students
Suggested Pathway: Year 9 Chinese ➔ Year 10 Chinese ➔ Units 1 & 2 Chinese ➔ Units 3 & 4 Chinese

Semester 1 Description

Topics covered in this course centre around school, modes of transport and leisure activities. Learning activities include reading about and describing school subjects and assessment; performing role-plays about school life; playing vocabulary and grammar building games; participating in online conversations; writing personal letters and postcards; and listening to and reading articles about life in China. Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students enhance their conversation skills by developing their ability to respond in impromptu conversations and deliver extended oral presentations. They listen to a range of Chinese speakers and read a variety of texts on the topics being studied. Long pieces of writing are required in a wide variety of text types, demonstrating increasing complexity of grammatical structures and the ability to use tense markers.

Semester 2 Description

Topics covered in this course centre around appearances, travel and holidays, feeling sick and celebrations. Learning activities include reading and writing letters, emails, blogs and postcards; reading articles about travel, playing language building games, creating role-plays about celebrations; listening to dialogues; and discussing illnesses. By the end of this course, students should be able to produce written texts of approximately 250 words, in a combination of Pinyin and Characters, incorporating a range of text types and participate in discussions and presentations, which inform, compare or state a point of view. In addition, they should be able to demonstrate comprehension of both written text and spoken material, giving both gist and detail in their responses. They should also be able to employ the use of the present, past and future time markers, as appropriate in both written and spoken situations.

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- End of semester examination
CHINESE (FIRST LANGUAGE)

Available to: Year 10 students

Suggested Pathway: Year 10 Chinese First Language ➔ Units 1 & 2 Chinese First Language ➔ Units 3 & 4 Chinese First Language

Semester 1 Description

Topics covered centre around our personal world, including personal qualities, EQ and personality, relationships with family friends, aspirations and expectations. Other topics include personal beliefs and ideals, the nature and future of work, Personal priorities, contributing to the community, caring for the environment, housing/rural and urban life, changing lifestyle, education, significant experiences and ancient philosophers. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to an issue of interest or concern; listen to, read and reorganise information and ideas from spoken and written texts; and produce a personal response to a fictional text.

Semester 2 Description

Topics covered centres around modern and traditional Chinese arts, music and dance, the impact of travel, leisure activities, sports and social groups, personal beliefs, religions in China, inventions, proverbs and idioms, legends and myths, modern and classical literature, significant time periods, mass media, human rights in the world today and peace. By the end of this unit, students should be able to: participate in a spoken or written exchange focusing on the resolution of an issue; listen to, read, and extract and compare information and ideas from spoken and written texts, and produce an imaginative piece in spoken or written form.

Assessment Tasks

- Oral task
- Listening and responding task
- Reading and responding task
- Writing task
- End of semester examination
INDONESIAN

Available to: Year 10 students
Suggested Pathway: Year 9 Indonesian ➔ Year 10 Indonesian ➔ Units 1 & 2 Indonesian ➔ Units 3 & 4 Indonesian

Semester 1 Description

Topics covered in this course centre on the islands and geography of Indonesia weather and music. Learning activities include presenting a speech; writing a profile about a favourite singer or group; listening to traditional and modern Indonesian music; writing informal letters to friends; and language building games. Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students enhance their conversation skills by developing their ability to respond to impromptu conversations and deliver extended oral presentations. They listen to a range of Indonesian speakers and read a variety of texts on the topics being studied. Long pieces of writing are required in a wide variety of text types, demonstrating increasing complexity of grammatical structure.

Semester 2 Description

Topics covered in this course centre on traditional celebrations and organising a trip to Indonesia. Learning activities include: language building games; designing holiday postcards; keeping a travel diary; exploring tourist attractions, creating role plays about planning a trip to Indonesia, and watching an Indonesian film. By the end of this course, students should be able to produce written texts of approximately 250 words, incorporating a range of text types, participate in discussions and presentations which inform, compare or state a point of view. In addition, they should be able to demonstrate comprehension of both written text and spoken material, giving both gist and detail in their responses.

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- End of semester examination
Mathematics

Mathematics is a core subject. The School will allocate students to the most appropriate mathematics subject according to their ability and performance on recent assessment results.

DEPARTMENT: MATHEMATICS

MATHEMATICS

Available to: Year 10 students

Suggested Pathways:
- Year 10 Mathematics ➔ Units 1 & 2 General Mathematics
- Year 10 Mathematics ➔ Units 1 & 2 Mathematical Methods CAS
- Year 10 Mathematics ➔ Combination of Units 1 & 2 Mathematical Methods CAS and Units 1 & 2 Specialist Mathematics

Unit Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are encouraged to apply their mathematical knowledge in the solution of mathematical problems in unfamiliar situations and to further develop their skills in the area of relevant technology. In Semester 1, students study measurement, linear relations, probability and trigonometry. In Semester 2, students study indices and surds, algebraic factorisation, quadratic functions and their applications, similarity and congruence and exponential functions. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Topic tests
- Problem solving and reasoning (analysis) tasks
- End of semester examination
MATHEMATICS 10A (ADVANCED)

Suggested Pathways: Year 10A Mathematics → Units 1 & 2 Mathematical Methods CAS
Year 10A Mathematics → Combination of Units 1 & 2 Mathematical Methods CAS and Units 1 & 2 Specialist Mathematics

Unit Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students work at the Advanced level of the Australian Curriculum. Students are encouraged to apply their mathematical knowledge in the solution of mathematical problems in unfamiliar situations and to further develop their skills in the area of relevant technology. In Semester 1, students study measurement, linear relations, probability and trigonometry. In Semester 2, students study indices and surds, algebraic factorisation, quadratic functions and their applications, similarity and congruence and exponential functions. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Topic tests
- Problem solving and reasoning (analysis) tasks
- End of semester examination
Available to: Year 10 students

Suggested Pathway: Year 10 Foundation Mathematics ➔ Units 1 & 2 General Mathematics

Unit Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students work at the Foundation level of the Australian Curriculum. Students study number, percentage, business mathematics, chance and data, algebra, measurement, trigonometry and statistics. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students are required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Topic tests
- Problem solving and reasoning (analysis) tasks
- End of semester examination
YEAR 10 SPECIALIST MATHEMATICS ELECTIVE

Elective name: Specialist Mathematics
Available to: Year 10 students who have averaged a B+ or higher in the first semester
Suggested Pathway: Year 10 Mathematics ➔ Unit 1 Specialist Mathematics (in conjunction with Mathematical Methods Unit 1) ➔ Unit 2 Specialist Mathematics (in conjunction with Mathematical Methods Unit 2) ➔ Units 3 & 4 Mathematical Methods and Units 3 & 4 Specialist Mathematics
Duration of elective: One semester

Description

This elective is a one semester elected studied in addition to the Year 10 core mathematics program.

It is intended for students who wish to explore the study of mathematics beyond the core Year 10 program. Students who complete the program will have a strong foundation for VCE Mathematical Methods and Specialist Mathematics.

There is a strong emphasis on problem solving, mental processes, spatial intuition, logical reasoning and working and thinking mathematically. Each area of study contains challenging problems and investigations.

Students study Circle geometry, Circles, hyperbolas and simultaneous equations, Applied trigonometry and Trigonometric functions, Exponentials and logarithms, Direct and inverse proportion, Polynomials, Combinatorics, Functions and inverse functions

Assessment Tasks

- Topic tests
- Problem solving and reasoning (analysis) tasks
- End of semester examination
Science

A minimum of one semester unit and a maximum of two semester units in the Key Learning Area: Science in Semester 2. Students who are considering studying a science subject in Year 11 should study two science electives in Year 10.

DEPARTMENT: SCIENCE

APPLIED BIOLOGY

Available to: Year 10 students
Suggested Pathway: Applied Biology → Units 1 & 2 Biology → Units 3 & 4 Biology

Unit Description

Students study patterns of inheritance in living organisms with a particular emphasis on human inheritance patterns. Genes, chromosomes, sex determination, inherited diseases, DNA and protein synthesis are all investigated. The application of modern techniques in gene therapy and DNA analysis are studied. Students are introduced to the ethical considerations and genetic counselling that are connected with many of the modern techniques and tests performed in medicine today. The topic of genetic engineering in agriculture and farming is investigated in relation to the genetics involved and the benefits and problems resulting from the techniques used. The origin of species and evidence for the evolution theory are studied with links to geology, palaeontology, molecular biology and taxonomy.

Assessment Tasks

- Topic tests
- Practical reports
- Data analysis tasks
- End of semester examination
APPLIED CHEMISTRY

Available to: Year 10 students
Suggested Pathway: Applied Chemistry → Units 1 & 2 Chemistry → Units 3 & 4 Chemistry

Unit Description

Students study the structure of the atom, the Periodic Table and mathematical relationships involving atoms. Chemical bonding and the structure of substances are studied to gain an understanding of the properties and applications of the materials. Materials investigated include: metals, acids and bases, ionic substances and covalent substances. Students perform a range of practical techniques including volumetric analysis and gravimetric procedures which involve mathematical applications to determine the quantity and quality of the yield produced during preparation of materials. The importance of accuracy and skill development are both highlighted throughout the course.

Assessment Tasks

- Topic tests
- Practical reports
- Projects and data analysis tasks
- End of semester examination

APPLIED PHYSICS

Available to: Year 10 students
Suggested Pathway: Year 10 General Science → Applied Physics → Units 1 & 2 Physics → Units 3 & 4 Physics

Unit Description

Two key areas of physics are investigated. Mechanics investigates the physics of motion in relation to the car and other moving objects. Forces, mass, gravity, inertia, speed, acceleration and safety are investigated. Analysis of primary and secondary data is performed on the motion of objects which includes graphical analysis and mathematical treatment of data. Students also study the basic concepts of structural engineering and investigate the properties of new materials available in this field of physics.

Assessment Tasks

- Topic tests
- Practical reports
- Projects and data analysis tasks
- End of semester examination
GENERAL SCIENCE

Available to: Year 10 students
Suggested Pathway: Year 10 General Science ➔ Units 1 & 2 Biology/Chemistry/Physics ➔ Units 3 & 4 Biology/Chemistry/Physics

Unit Description

This elective subject includes three topics, one each from Biology, Chemistry and Physics and is designed to provide students with a good insight into each discipline within one individual elective subject. The Chemistry topic includes the study of chemical reactions, the Physics topic covers Light and the Biology topic includes the study of Global Systems. This elective is a rigorous study of the three disciplines of science for students who are considering continuing with a study of science in Year 11.

Assessment Tasks

- Topic tests
- Practical reports including field work reports
- Projects and data analysis and media analysis tasks
- End of semester examination
SCIENCE FOR LIFE

Available to: Year 10 students
Suggested Pathway: Year 10 Science for Life

Unit Description

Students study a range of topics in relation to living organisms with a particular focus on the human body and the different body systems that work together as a living machine. This subject is studied with particular emphasis on practical activities which include primary data collection, analysis, and the formation of conclusions based on scientific evidence and understanding of the scientific principles involved. The ethics of science issues which affect our standard of living are studied and researched to allow for scientifically informed debate. Scientific and mathematical skills of analysis allow for credible conclusions to the variety of activities undertaken during the course of study in this subject.

Assessment Tasks

- Topic tests
- Practical reports including field work reports
- Projects and data analysis and media analysis tasks
- End of semester examination

ENVIRONMENTAL SCIENCE

Available to: Year 10 students
Suggested Pathway: Year 10 Environmental Science ➔ Units 1 & 2 Outdoor and Environmental Studies

Unit Description

Students study a range of topics to gain knowledge of the importance of the environment in which they live. Both global and local issues are investigated. Students study the links between living and non-living things within an environment and the factors that affect the environment. The main topics covered are: energy production and use by society; energy alternatives; greenhouse gases and global warming; water, its use and management including a critical investigation of our local creek; the importance of biodiversity; and forest and marine management. The principles of chemistry, biology and earth science are incorporated into the study.

Assessment Tasks

- Topic tests
- Practical reports including field work reports
- Projects and data analysis and media analysis tasks
- End of semester examination
VCE BIOLOGY UNITS 1 & 2

Available to: Year 10 and Year 11 students. Year 10 students must obtain A grade average for Year 9 Science to be eligible.

Suggested Pathway: Year 10 Applied Biology → Unit 1 Biology → Unit 2 Biology → Units 3 & 4 Biology

Unit 1 Description

In Unit 1 How do living things stay alive? There are three areas of study:

1. Area of Study 1: How do organisms function? Students investigate the relationship between specialised cells and the processes that maintain life. Students study the structure and function of cell membranes, the function of systems and energy transformations.

Area of Study 2: How do living systems sustain life? Students study the survival through adaptations and regulation. Students investigate the relationship between features of organisms and how organisms meet their requirements for life within an ecosystem.

2. Area of Study 3: Practical Investigation. Students design and undertake an investigation related to the survival of an organism or species.

Unit 2 Description

In Unit 2 - How is the continuity of life maintained? There are three areas of study:

1. Area of Study 1: How does reproduction maintain the continuity of life? Students study sexual and asexual reproduction of organisms. The investigate cell growth and differentiation of cells including their structure and function

2. Area of Study 2: How is inheritance explained? Students study genomes, genes and alleles. They also study chromosomes, genotype and phenotype and pedigrees.

3. Area of Study 3: Investigation of an Issue: Students investigate and communicate a response related to an issue in genetics or reproductive science.

Assessment Tasks

- Topic tests
- Practical reports
- Data analysis task
- Poster
- Report in suitable format (oral, written or digital) on an issue relating to genetics or reproductive science
- End of semester examination