Year 10 is a pivotal year for critical thinking. Students can choose from non-compulsory subjects as well as selecting studied to commence their VCE. It is vital that students seek to reach their full potential and that the pathways choices students make are well considered and appropriate for their individual needs.
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Welcome to Year 10  2017
This booklet has been prepared to help you understand how Year 10 subjects are selected. It is school policy that up to Year 10, students study a core curriculum, which enables them to develop a comprehensive range of knowledge and skills in the major learning areas. This policy aims to ensure that you do not reduce your subject options at V.C.E. through too narrow a choice in the middle years. It is important to keep your career options open.

With the emotional, social and intellectual changes that take place over these years, it is very likely that you will have changed your ideas about career choices several times, so it is important to consider the options which will best allow you to achieve your potential.

At Year 10 you will study a number of core subjects which contain options within them and you will also select several elective units for each Semester.

A number of VCE and VET Units 1 & 2 are also offered. However students are required to apply for one of these subjects. The option of VCE and VET will depend on the blocking as well as the academic performance of students in Year 9.

Mrs. Carmel Barker
Principal of Marian College Ararat

Brigidine Core Values
In Brigidine Education, we will:

Be faithful
to our Catholic heritage

Welcome
All people, especially the most vulnerable

Celebrate
all that is good with joy and gratitude

Engender
a love of learning, hope and a sense of purpose

Image and practise
justice and service

Prayer to St Brigid
St. Brigid
Mary of Ireland
Ask for us all today
The courage to do God's bidding
Whatever the world may say
The grace to be strong and valiant
The grace to be firm and true
The grace to be faithful always
To God, His Mother and You.
THE CULTURE OF LEARNING AT MARIAN COLLEGE

Our Commitment to Learning
We encourage excellence and perseverance in learning
We strive for continuous improvement.

Student Learning - Action Statement

I WILL:
- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow
The Year 10 Course of Study
All Year 10 students must study the following subjects in 2017

Core Subjects
Religious Education
English
Mathematics  (Must select one Maths)
  • CAS Maths
  • Year 10Maths
  • Year 10 Fundamental Maths
Science
Physical Education
Industry and Enterprise Unit 2 (VCE) & VCAL Work Related Skills

Electives
The following elective units will be offered and will run if sufficient students choose them.

HUMANITIES
(Must select 2 Humanities subjects)
The Making of the Modern World
The Globalising
Legal Studies
Geography of Terror
Business Management

General Electives (Select up to six)

ENGLISH
  Literature
  Creative Writing
  Cinema Studies

LOTE
  Mandarin (year long subject)

MATHS
  Maths Through Investigation
  Maths in Sport

THE ARTS
  Foundation Art
  Ceramics 1 &/or 2
  Drawing 1 &/or 2
  Drama & Production-Wakakirri
  Drama
  Photographic Imaging
  Music Performance and Composition

HEALTH & P E
  Outdoor Activities
  Intro to VCE PE and Fitness

TECHNOLOGY
  Asian Foods
  Survival Foods
  Food for Fitness
  My Kitchen Hamper
  Textiles - Fashion
  Textiles – Wearable Art
  Textiles – Fabric of the Community
  Materials – Furniture Making
  Materials – Woodwork 1 &/or 2
  Systems – Mechatronics Advanced
  Developing Digital Media

Picking your subjects:
1. Select one Maths subject – your Maths teacher will already have advised you what you can select.
2. Select two Humanities electives.
3. Select (up to) 6 other elective subjects (When selecting a VCE/VET or year-long class, your options reduce).
4. Pick 2 reserve electives

Your order of preferences is important!

Year Level Promotion Policy
For a student to be granted approval to study one or more subjects at the next year level, a grade average of "C" must be achieved in their core subjects, in the previous year and/or a "C" in the particular elective being sought if it is outside the core. If these requirements are not met there will need to be a promotions meeting involving the student, the parent and the Academic Review Panel.
VCE

Science
- Biology Units 1 & 2
- Psychology Units 1 & 2
- VCE VET Cert III Laboratory Skills

Physical Education and Health
- Health & Human Development Units 1 & 2
- Physical Education Units 1 & 2
- VCE VET Cert II Sport and Recreation

Humanities
- Business Management Units 1 & 2
- History 20 Century 1918-1939 Units 1 & 2
- Legal Studies Units 1 & 2

The Arts
- Drama Units 1 & 2
- Music Units 1 & 2
- Studio Art Units 1 & 2
- Visual Communications and Design (TBC) Units 1 & 2

Technology
- Product Design & Technology– (Textiles / Wood, Plastic, Metal) Units 1 & 2
- Systems Engineering Units 1 & 2
- Food Technology Units 1 & 2

VET - Vocational Education Training
Automotive (Cert II)
Building & Const (Cert II)
Food Processing (Wine) (Cert II)
Engineering (Cert II)
Community Service (Cert II)
Music (Cert II and Cert III)
A sample of the email your child will receive:

**Web Preferences Access Guide**

The following steps outline how to enter your subject preferences online.

1. **Internet Access**
   - You will need a computer with an internet connection and a printer.
   - We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.
   - Log In to [www.selectmysubjects.com.au](http://www.selectmysubjects.com.au) using:
     - Student Access Code: **Your Access Code will be here**
     - Password: **Eg: 1a2b3c**

2. **Log In**
   - To view your subject information click "**View Subject Details**" at the top right of the screen.
   - To select/change your preferences, click "**Add New Preferences**" at the top right of the screen.

3. **Home Page**
   - Select your subjects from the drop down lists, you have 30 minutes to do so.
   - Once complete, click "**Proceed**".
   - Note: You are not finished yet.

4. **Preference Selection**
   - If you are happy with your preferences click "**Submit Valid Preferences**" which will open your "Preference Receipt".
   - Or if you would like to make changes to your preferences click "**Cancel**" and this will take you back to the Preference Selection page.

5. **Preference Validation**
   - You can print your "Preference Receipt" by clicking "**Open Print View**" and clicking "**Print Receipt**".
   - To continue click "**Return to Home Page**". If you want to change your preferences, repeat the process by clicking "**Add New Preferences**", otherwise exit by clicking "**Log Out**". End of steps.

All instructions will be on the webpage, with available subjects to select.
Core Subjects

Religious Education

Course Description
Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith and our Brigidine values.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community, which aims to develop religiously literate young people who;

- understand and appreciate religious values
- are positive about life
- have a sense of their own worth and of their contribution to the world
- are able to apply the Gospel values they have acquired, in the context in which they live and work

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Prayer, Sacraments, Religion and Society, God, Christian Life, Jesus Christ, Scripture and Church.

At Year 10 students study the following units of work:
1. Death and New Life
2. Prayer and Meditation
3. The Church Through Time
4. Celebrating Religious Diversity
5. Prophets and Saints
6. The Awakenings units are also complemented by Marian College areas of study in Lent, Easter and the Stations of the Cross and the Community Service Program.

Assessment
- written responses
- posters and power point presentations
- scripture investigations
- visual representations – drawing, collage, comic strip
- community service diary

English

The three key areas for learning and assessment in English from years 7 to 10 are ‘Reading and Viewing’, ‘Writing’ and ‘Speaking and Listening’.

In year 10 there is more emphasis on preparing students for what they will encounter in VCE English. Greater focus is placed on academic writing, in particular, on honing essay writing skills. Analysing persuasive language is a key area in VCE and term 4 in Year 10 is dedicated to giving students the skills and knowledge they need to succeed in this area.

Students are also encouraged to respond creatively and reflectively to the texts they study in class.

Texts currently used in the Year 10 English curriculum:

Novels: The Invisible Hero
Film: In the Name of the Father
Plays: Romeo and Juliet

Assessment
- Essay writing - persuasive language and text response
- Comparative analyses in oral and written form
- Persuasive writing and speaking
- Creative responses to literature
Mathematics

In Year 10 students select one of three mathematics courses. They may undertake the usual Year 10 General course, Year 10 CAS Maths or Year 10 Fundamental Maths.

The choice of mathematics course is a result of consultation with the student, the parent and the teacher to ensure that the most appropriate course is selected.

CAS Maths is primarily designed to prepare students for Year 11 Mathematical Methods and beyond and should be selected if your child has intentions of studying this subject in 2017. A CAS calculator is essential for CAS Maths and must be purchased prior to the start of the year.

We would like students and parents to make an informed choice about which Maths to choose, taking into account the recommendations from teachers, as some courses have specific Mathematical prerequisites.

The following chart gives an indication of the possible paths that can be taken:

Mathematical Pathways for students of Marian College Ararat

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11/Unit 1 and 2</th>
<th>Year 12/Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended average B and above</strong></td>
<td><strong>Year 10 CAS Mathematics</strong></td>
<td><strong>Specialist Mathematics 1 and 2</strong></td>
<td><strong>Specialist Mathematics 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Recommended average C and above</strong></td>
<td><strong>Year 10 General Mathematics</strong></td>
<td><strong>Mathematical Methods 1 and 2</strong></td>
<td><strong>Mathematical Methods 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Recommended average D and below</strong></td>
<td><strong>Year 10 Fundamental Mathematics</strong></td>
<td><strong>General Mathematics 1 and 2</strong></td>
<td><strong>Further Mathematics 3 and 4</strong></td>
</tr>
</tbody>
</table>

*Extremely difficult but not impossible. Students will need a high level of motivation required and/or tutoring to bridge gaps in knowledge. A lot of work will be required to catch up.*

* covers the Year 10 General course AND Advanced Trigonometry, Quadratics, Polynomials and Index laws.

** covers the basics of fractions, decimals, percentages, etc in an applied context at Year 7 or Year 8 level.

*** for students who do not intend to continue with mathematics beyond Year 11.

Year 10 Elective Units:

**Maths Through Investigation** is an enhancement unit specific to technology and processing skills that will assist students looking at studying Maths and Science in Years 11 and 12.

**Money Mathematics** is a unit based on necessary life skills around managing money.
CAS Mathematics

Year 10s have 423 minutes (equivalent to 9 x 47 minute lessons) per fortnight for mathematics. They will be engaged in activities from the areas of Number, Algebra, Measurement, Geometry, Statistics and Probability.

The course is similar to the Year 10 course but a quicker pace. It emphasizes the use of graphic calculators and their applications in advanced Mathematical subjects. It includes extra units that will introduce topics related specifically to year 11 and 12 Maths Methods.

An up-to-date workbook should be maintained. This should contain neatly arranged notes and worked examples and completed class work.

Year 10 students will have homework once a week and it is an expectation that all homework is attempted and handed in on the due date.

A number of problem solving or modelling activities will be undertaken. These may directly relate to class work or they may be from a separate area of study. The activities will require students to use mathematics creatively in order to solve unfamiliar problems as well as applying mathematical methods to real life problems.

The use of technology, including calculators and computers, will be integrated into the course. Extension work and modified programs are incorporated into the course delivery and offered to suitable candidates

Assessment

The assessment of each unit of work will be by means of class test(s) and may also include activities, problems or a project.

Course Content

- Financial Mathematics
- Algebra
- Measurement
- Linear Relationships
- Trigonometry
- Advanced Trigonometry*
- Statistics
- Geometry
- Non-linear Relationships
- Probability
- Polynomials*
- Surds and Logarithms*

Year 10 General Mathematics

Course Description

Year 10s have 423 minutes (equivalent to 9 x 47 minute lessons) per fortnight for mathematics. They will be engaged in activities from the areas of Number, Algebra, Measurement, Geometry, Statistics and Probability.

An up-to-date workbook should be maintained. This should contain neatly arranged notes and worked examples and completed class work.

Year 10 students will have homework once a week and it is an expectation that all homework is attempted and handed in on the due date.

A number of problem solving or modelling activities will be undertaken. These may directly relate to class work or they may be from a separate area of study. The activities will require students to use mathematics creatively in order to solve unfamiliar problems as well as applying mathematical methods to real life problems.

The use of technology, including calculators and computers, will be integrated into the course. Extension work and modified programs are incorporated into the course delivery and offered to suitable candidates

Assessment

The assessment of each unit of work will be by means of class test(s) and may also include activities, problems or a project.

Course Content

- Financial Mathematics
- Algebra
- Measurement
- Linear Relationships
- Trigonometry
- Statistics
- Geometry
- Non-linear Relationships
- Probability
- Polynomials*
- Surds and Logarithms*
Year 10 Fundamental Maths

Year 10s have 423 minutes (equivalent to 9 x 47 minute lessons) per fortnight for mathematics. They will be engaged in activities from the areas of Number, Algebra, Measurement, Geometry, Statistics and Probability.

This course is designed to assist students in developing their confidence and skills in mathematics. The course will cover basic mathematics concepts from Years 7 to 10 with an emphasis on developing students’ ability to problem solve. A student considering completing Mathematics in Year 11 should not choose Year 10 Fundamental, and should choose General instead.

Course Content

- Personal Finances
- Measurement
- Space
- Chance and Data
- Practical Applications
- Taxation

Assessment

The assessment of each unit of work will be by means of class test(s) and may also include activities, problems or a project.
Science

Students are living in a period where knowledge is growing rapidly and technology is changing at an incredible rate. Learning how to learn is becoming just as important as learning itself. This course is aimed at helping students to develop their own quest for scientific knowledge and scientific skills.

Semester 1

Genetics
- Cells – eukaryotic and prokaryotic
- Cell structure
- DNA structure and role in human inheritance
- Chromosomes and genes
- Inheritance and pedigrees
- Genetic disorders

Chemistry
- Atomic structure
- Periodic table
- How atoms combine: ionic, covalent and metallic bonding
- MSDS and Risk Assessments
- Chemical reactions
- Balanced chemical equations
- How to alter the rate of chemical reactions, role of catalysts
- Organic chemistry: alkenes, fermentation, distillation

Motion
- Newton’s Law of Motion
- Distance, time, speed, velocity, acceleration
- Forces, Gravity including ‘Great Egg Drop Competition’
- Road Safety relating to speed, acceleration and stopping distances

Evolution
- Adaptations
- Natural selection
- Darwin’s Theory
- Fossils
- Tectonic Plates and the changing Earth

Physical Education

Course Description
A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:
- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity

In Year 10 students continue develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

Course Content
- Swimming and life saving
- Golf
- Croquet
- Athletics
- Lawn Bowls
- Squash
- Korfball
- Chookball
- Fitness testing
- Baseball
- Fitness training
- Mental Health
- Healthy Communities
- Sport in Australia
- Key areas of Fitness (Including Skills and Tactics)
- First Aid
- Keeping Safe: Including Road Safety

Assessment
- Participation & Motivation
- Skill Development
- Interpersonal Skills
- Written Tasks
- Exam
**Industry and Enterprise (I&E)**

**VCE Unit 2 and VCAL Work Related Skills 1 (Intermediate)**

Industry and Enterprise Unit Two is based around work and Australian work practices. The students complete 70 hours of work placement (Work Experience) as well as associated tasks. On top of this students spend time looking at subject selection, career paths and VCE. The valuable skills attained in VCAL Work Related Skills 1 (Intermediate) complete this subject.

**Learning Outcomes**

- Work Place Folio:
  - Complete a job application including resume and job application.

- Occupational Health and Safety:
  - Completed certificates in OH&S as specified by the Department of Education and Training.

- Work Place Activity:
  - Maintained adequate records whilst undertaking a minimum of 70 hours of work in a placement.

- Industry Case Study:
  - Completed a case study of an industry in order to illustrate the nature of the industry and its operation.

**Course content**

This subject will cover such things as:

- Work Experience
- Subject selection
- Work Practices
- Discrimination in the workplace
- Occupation Health and Safety

**Assessment**

- Essay
- Folio
- Work placement & diary
- Case study
- Class work
- Exam
Electives

Humanities
(Must select two Humanities subjects)

*All year 10 electives operate as ONE semester

The Making of the Modern World
The Making of the Modern World examines the Second World War, the eventual defeat of Nazi Germany and Japan and attempts to establish a lasting peace in Europe, central to which was the formation of the United Nations. Against the backdrop of the Cold War, a period of intense rivalry between the United States and the Soviet Union, we examine in detail the struggle for human rights, with a particular emphasis on the struggle of African-Americans in the United States to be granted basic civil rights.

The Globalising World
Students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century. Areas of study include: Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society; Causes and developments of the major global influences on Australia; Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia; The perspectives of people and different historical interpretations and debates from the period.

Legal Studies
The students’ focus is based around our Legal System. Students look at how laws are made in Victoria through both courts and parliament. They look at how the legal system can affect them. The course work covers a variety of areas that include: young people and the law, legal rights, and court procedure.

Geography of Terrorism
This subject will investigate the influence of spread of terrorism in a geographical context. It will give students the opportunity to learn about key geographical characteristics and how these can be used to describe and explain the spread of terrorism around the globe.

The subject has been designed to give students the opportunity to learn about geography through the investigation of different examples of Terrorism including the impact of terrorism on society, movement of people and goods. Issues such as the deployment and removal of landmines, the economic impact of terrorism and the social consequences will be discussed. The history of terrorism will be studied in relation to the current distribution of conflict and risk.

Business Studies
The students look at small business operations, with a particular focus on businesses within the local region. The course is designed around them learning the skills and knowledge that are required to run a small business and then apply these to designing their own small business plan which is submitted as their major assessment piece.

Assessment
Assessment for Humanities electives will be drawn from the following:

- Research
- Document analysis
- Essay
- Test
English

Literature
(Duration: One semester)

Course Description
Year 10 Literature offers students a chance to engage more closely with a variety of texts: novels, novellas, film and poetry. The classes are discussion based and texts are analysed closely. Students respond to the texts both critically and creatively, and are encouraged to express their personal opinions. The course also focuses on the structural features of poetry, film and novels, and is, therefore, very helpful in preparation for both VCE English or Literature.

Assessment:
- Textual analysis
- Creative writing
- Personal responses to literature

Creative writing
(Duration: One semester)

Course Description
This subject extends upon the Year 9 Creative Writing course in that students can hone their writing skills in the genre of their choosing. Students also have the opportunity to read the work of other writers and analyse the ways in which they use language to build imagery and convey an interesting narrative. The subject should allow students the opportunity to meet with writers and hear them talk about their craft.

Assessment
- A range of creative pieces from any genre of the student’s choosing, e.g. short stories, monologues, letters, poetry, etc.

Cinema Studies
The focus in Cinema Studies is on students developing their critical responses to film. Students learn to identify the different cinematic devices used by different genres. They view films from a range of genres and periods. They analyse the films in terms of camera techniques, costuming, lighting and setting and explore how these filmic elements make meaning. As well as viewing and discussing, students will be expected to write film reviews, personal responses and essays.

Assessment
- Film reviews
- Personal responses
- Formal essay

LOTE

Mandarin
(Duration: Two semesters)

As for Year 9, Year 10 Mandarin is an elective subject. The course content builds on the travel-based topics of Year 9, but also focuses on the skills required to undertake studies in Mandarin at VCE Level.

Topics covered may include:
- Illness and going to the doctor
- Television programs
- Recreational activities
- Renting facilities or movies

Assessment:
- Written assignments
- Oral Activities/Presentations
- Projects on China

Maths

Maths through Investigation
(Duration: One semester)

The focus of this unit is to give the students an opportunity to develop their mathematical and analytic skills further before starting VCE.

The unit is directed at students who would like to study VCE Mathematics, Chemistry and Physics. It is designed to expand on mathematical skills taught in year 10 maths and through investigation will develop a student’s analytical ability.

The students undertaking this course will require access to a TI Inspire CAS calculator.

Topics covered:
- Number skills counting, binary, percentages and ratios,
- Order of magnitude
- Scalars and vectors
- Variation and relationships
- Probability and Forecasting
- Simulations / programming

Assessment:
- Project work
- Research and investigation
Maths in Sport  
(combined with Year 9)

(Duration: One semester, 282 minutes per fortnight  
(equivalent to 6 x 47 minute lessons)

Course Description
This subject aims to give students an insight into the any ways that sport uses Mathematics. In a hands-on approach, students will have the opportunity to explore many of the following topics:


This subject aims to bring maths to life and will not only improve the students' understanding of maths, but will also promote and encourage a healthy lifestyle.
The Arts

Foundation Art
(Duration one or two semesters)

Course Description
This elective is included to stimulate creativity, encourage problem solving and foster creative potential in students. The Foundation Art course is designed to introduce skills which will be a strong grounding for students who want to follow the VCE Studio Art pathway.

All projects encourage individual creative thinking and personal response in the creation of artwork, whilst demonstrating an understanding of the elements and principles. Foundation art projects will include digital art, printing, painting and drawing techniques. Drawing is the basis for all the tasks and skills will be developed throughout the year.

Assessment
• Folio of assignment work
• Annotated Visual Diary

Ceramics 1 and/or 2
(Duration: One or two semesters)

Course Description
Over the course of the semester each student is required to undertake at least two of the listed projects, these being:
• An installation tower
• An ocarina
• A work inspired by Peter Travis
• Work produced on the pottery wheel
• A work inspired by work in the folder titled 'representing the figure'
• A project involving colour and texture in glazes is also an option.
• Students are required to bring their iPads to class each lesson and record their work from week to week.
• A simple documentation of the planning process is required for each of the projects and this is to be recorded on to their iPads.
• There are a number of reference items that students will find on their Google drive hopefully these will be of interest and provide technical information.

Students will be assessed on a minimum of two listed projects and two self generated projects that they can nominate for assessment. This will be presented as a power point.

Assessment:
• Digital portfolio
• Class assessments

Drawing 1 and/or 2
(Duration: One semester)

Course Description
Drawing is a fundamental skill to develop, that will help inform all areas of art practice. Students will be guided through a range of drawing experiences and processes. This is an essential pre requisite. The ability to visually express yourself provides artists with the ability to progress in any of their chosen areas.

Assessment Tasks
• Folio of assignment work
• Annotated visual diary
Drama and Production (Wakakirri)
(Duration: One semester)

Course Description
This subject aims to walk the students through the creative process of staging an event (Rock Eisteddfod). It incorporates a number of skills including but not exclusive to; leadership, planning, creative design, problem solving, teamwork, community service and commitment.

The students would be required to:
- Devise a concept for performance
- Choreograph a 6 minute dance routine for a large group
- Teach the dance move to both experience and beginner dancers
- Organize and timetable rehearsals
- Design, construct and purchase costumes
- Design t-shirts and all promotional material
- Select and edit a music sound track.
- Design a lighting grid
- Complete all paper work as per the Rock Challenge© requirements
- Liaise with teacher and each other on a regular basis
- Manage a budget
- Organise competition day and any communication with parents/students.

Assessment:
- A Design Folio
- Evaluation
- Practical: Logbook

Music Performance & Composition
(Duration: One semester)

Course Description
This unit involves the study of performance and composition techniques including composition, music theory and skill development, focusing particularly on the student’s individual instrument/s.

Students have the opportunity to focus on their own skill development on their own instrument, developing technical and personal skills through performance opportunities. It is recommended that students choosing this Music unit have some skill and experience in singing and/or playing a musical instrument and have ideally completed Music at Year 9.

Course content
- Listening Journal and Theory
- Practical Music Skills
- Compositional Techniques and Performance Skills
- Aural Studies
- Analysis studies

Assessment
- Listening Diary
- Evening Performance
- Compositional Task
- Analysis Task
- Technical Performance
- Theory/aural Test

VET CERT II & Cert III Music  CUS 20109 & CUS 30109
See page 41
Technology

Asian Foods
(Duration: One semester)

Course Description
This unit will focus on looking at a number of Asian cultures with particular emphasis on their foods, cultural events and cooking methods.

Course Content
- Location of particular Asian countries
- Culture of individual Asian countries
- Geography and climate of particular Asian countries and their impact on food availability
- Cooking methods
- Preparation of meals
- Cultural event

Assessment
- Workbook
- Practical related skills
- Assignment on Asian country of choice
- Oral presentation on Asian vegetable

Food for Fitness
(Duration: One semester)

Course Description
This unit examines up to date nutritional information translated into recipes that are relatively easy to prepare and cover all food types. The focus will be on preparing a wide variety of foods to provide for maximum energy and everyday fitness.

Ingredients used in most recipes are mostly low fat and benefit the athlete. Students learn that most foods made from such ingredients don’t differ in taste and texture much more than those from high fat ingredients (for example, the sticky date pudding).
- Healthy Weight Range,
- Body Mass Index,
- Nutrition for Exercise,
- Competition Nutrition,
- High & Low Glycaemic Foods,

The course covers all food groups and focus particularly on food which will meet the nutritional requirements of adolescents.

Students will be encouraged to adapt recipes to suit their tastes and work independently in practical sessions. They will keep a record of all recipes used with notes for work plans and relevant theory.

Food labelling and labelling will be covered. Depending on student interest aspects of Food & Technology Units 1 & 2 will be covered to enable students to complete Units 3 & 4 in Year 11.

Survival Foods
(Duration: One semester)

Course Description
This unit aims to provide students with the necessary skills to enable them to look after themselves in terms of cooking when they leave home.

Ingredients used in most recipes are cheap, in season, and readily available.

Course Content
- Advantages and disadvantages of pre-prepared foods.
- Benefits of home cooking – influences on food selection.
- Social aspects of preparing foods for friends.
- Preparation of suitable recipes: time-saving, inexpensive, simple to prepare.
- Assignment “Eating Within A Budget’.
My Kitchen Hamper
(Duration: One semester)

Course Description
This unit would focus on exploring the processes, methods and terminologies that are used in VCE Food Studies. It would also give students a chance to use various equipment and ingredients that they would not have previously had a chance to use. It would be a ‘taster’ to Units 1&2 as well as give students an opportunity to develop a product for a client.

Course Content
Students study the functional properties of various ingredients; the complex processes used in cooking such as aeration; look at various methods of cooking such as wet and dry methods as well as preserving and labeling. Students will be required to develop a product such as a hamper. The hamper must contain various food items that have been produced using various processes and methods learnt throughout the unit. For example, it could contain a quince paste; bread of some sort, lemon curd, jam, relish, tarts, pies, puddings, infused oils, etc, etc

Assessments
- Assignment - Hamper
- Practical Sessions
- Work book and Production Evaluations

Textiles – Wearable Art
(Duration: One semester)

Course Description
Wearable Art builds on pre-established skills with an emphasis on creative design. Students design and produce a garment based on a theme. Students continue to develop their design skills, their understanding of the design elements and explore known and new materials and how they can be manipulated. There are no pre-requisites for Year 10 Textiles.

Course Content
- Safety in the Technology classroom
- Fibre and fabric properties and characteristics
- Fashion drawing
- Thinking strategies for designing
- The design brief
- Assignment
- Exploratory techniques e.g. printing, dying and decorative effects.

Assessment
- Visual diary
- Wearable Art
- Written assignment
- Commercial pattern knowledge
- Development of garment construction skills and fabric embellishment samples

Textiles - Fashion
(Duration: One semester)

Course Description
Textiles Fashion builds on pre-established skills with an emphasis on making a garment from a commercial pattern. Students develop their fashion illustration skills, sewing construction knowledge and a range of traditional processes. They work to a design brief and meet specifications. There are no pre-requisites for Year 10 Textiles.

Course Content
- Safety in the technology classroom
- Fibre and fabric properties and characteristics
- Fashion drawing
- Thinking strategies for designing
- The design brief and specifications
- Assignment
- Commercial pattern knowledge
- Development of sewing construction skills and fabric embellishment samples

Assessment
- Visual diary
- Textiles products/garment made from a commercial pattern
- Written assignment

Textiles - The Fabric of Community
(Duration: One semester)

Course Description
Using and developing their skills students will create articles that will be distributed to local community groups. Students will conduct research into products (created from a variety of fibre/fabric) which will be useful to local community organizations. This could include a skype interview with other organizations doing similar projects.

Students will use, and build upon, their fabric and fibre knowledge and skills, to design and produce these products, either individually or as a group.

Skills could include knitting, crocheting, appliqué, hand and machine sewing, embroidery
End products may include weighted blankets/vest, sensory blankets, quilts, knee rugs, kits for foster children (e.g. bag, soft toy, and quilt)

Course Content:
- Safety in the technology classroom
- Research
- Design Plan
- Construction skill development,

Assessment:
- Research Report, Visual Diary and end products
Materials - Furniture Making
(Duration: One semester)

Course Description
Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools.

Course Content
- Research and design
- Basic furniture making techniques and processes
- Assessing products with reference to specified criteria
- Selecting appropriate materials and techniques

Assessment
- Production of a piece of furniture
- Assignment on properties of materials
- Workbook - design exercises, evaluation tasks and class work.

Materials - Woodwork 1 &/or 2
(Duration: One or two semester)

Course Description
Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools.

Course Content
- Projects using advanced techniques and equipment such as the wood lathe and router.
- Further development of existing skills and introduction of new processes.
- Selecting and using appropriate materials and techniques.

Assessment
- Competency in a range of skills and processes.
- Assignment on use of equipment and processes.
- Work book – Class work and design exercises.
- Design and production challenge, to design and produce an item from one plank of wood.

Systems - Mechatronics Advanced
(Duration: One semester)

Course Description
Students build on their knowledge gained in Year 9 Systems. Mechatronic systems combine both mechanical and electronic principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems.

Students increasingly understand the functions of components in systems, to understand how changes made to inputs and processes affect outputs.

Students work with a range of systems concentrating on systems that combine mechanical and electronic principles ie mechatronics.

Note: This is a highly recommended course which will lead into VCE Systems Engineering

Course Content
- PILAXE programming tasks
- Construction of a range of projects, micro computer controlled robots and their programming, gear boxes, etc
- Use of test and measurement instruments
- Awareness and functions of components

Assessment
- Production of a programmable robot
- Assignment - on mechatronic concepts and principles
- Workbook

Developing Digital Media
(Duration: One semester)

Course description
Students explore many interesting and diverse areas of digital media enabling them to form a basic understanding and build a more advanced knowledge and level expertise in a range of exciting media formats. Students will examine ethical issues, cybersafety and follow a design process.

Course Content
- Podcasts
- Web pages
- Screencasts
- App development
- Social medial
- Video editing

Assessment
Students will demonstrate their competency and abilities in different aspects of the course in the form of presentations, assignments and a digital portfolio.
Health & PE

Outdoor Activities
(Duration: One semester)
This program is designed to allow an opportunity for students to explore and participate in a range of practical activities, predominantly in the Outdoors. They will have the opportunity to develop a range of skills including: Teamwork, Leadership and Individual work.

Course Content
- Practical classes including sessions on; navigation, orienteering, cooking, packing packs and fitness walks.
- Completing set class work that prepares students to participate in activities with safety and respect to others.
- A variety of recreational Outdoor activities

Assessment
- Reflection of prac activities
- Research project
- Practical skills

Introduction to VCE PE and Fitness
(Duration: One semester)
In this subject students will participate in a variety of fitness based activities. The concepts that will be studied and applied to the practical activities will serve as a solid introduction to those students intending to study VCE Physical Education.

During the theory lessons students will get an insight into VCE Physical Education. Students will investigate training methods and study techniques and strategies used in fitness activities and multi-sport events. Students will be encouraged to participate at their own level and all ranges of fitness and abilities will be catered for.

Course Content
- Multi-sport events - Training Principles
- Swimming - Training methods
- Running - Training program design
- Cycling - Nutrition
- Technology & Fitness - Recovery methods
- Energy Systems - Musculoskeletal systems.
VCE
Science

Biology Units 1 & 2

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyze types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilizes, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Outcome 1 On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.

Outcome 2 On completion of this unit the student should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

Outcome 3 On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit 2: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from cells pre-existing through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students respond to a question related to an issue in genetics and explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction.

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

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Outcome 1 On completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

Outcome 2 On completion of this unit the student should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

Outcome 3 On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
**Psychology Units 1 & 2**

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How do external factors influence behaviour and mental processes?

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

**VCE/VET Cert III in Laboratory Skills (MSL30116) – 2 years**

RETURNING COURSE

RTO: AST

**Aim of the Program:**

This course offers entry-level technical training in laboratory skills across a range of industries. Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel. Laboratory technicians perform laboratory work by applying well-developed technical skills and using developing scientific knowledge. They generally work inside a laboratory but may also perform technical tasks in the field r within production plants. They may also perform a range of laboratory maintenance and office tasks. This course is examinable as a VCE Unit 3/4 sequence.

**Learning Areas include:**
- Participate in environmentally sustainable work practices
- Plan and conduct laboratory/field work
- Record and present data
- Participate in laboratory/field workplace safety
- Maintain the laboratory fit for purpose
- Perform aseptic techniques
- Perform working solutions
Health and Physical Education

Health and Human Development Units 1 & 2

Unit 1 The Health and Development of Australia’s Youth
This unit provides students with an understanding of the concepts of health and development. Students will also become aware of the interrelationships that exist between them. Students will also develop an understanding of how different environments influence health and development. This understanding provides the basis for investigating the possibility of varying health and development outcomes between individuals and across populations.

Unit 2 Individual Human Development and Health Issues
In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood and investigate inequitable health and development outcomes that can occur as a result of social and economic factors. Students will also examine the organization and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

COURSE CONTENT
- Health and development of young Australians.
- Adult health and development
- Health Care in Australia.

Physical Education Units 1 & 2

Unit 1 The Human Body in Motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2 Physical Activity, Sport and Society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.
VCE/VET Cert III in Sport & Recreation
(SIS30115)

2 years

RTO: IVET

Aim of the Program:
The VCE/VET Sport and Recreation is a two-year course offering students a vocational qualification as well as credit for VCE units 1-4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry. This program is examinable at the end of the Unit 3/4 sequence.

Learning Areas:
- Planning a session and facilitating groups
- Conducting warm-up and cool-down programs
- Safety and the sport environment
- First aid and emergency situations
- Managing conflict
- Officiate in games and competitions
- Various electives
Humanities

Business Management  Units 1&2

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social well-being of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s well-being. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 2 History Twentieth Century  1945-2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Areas of study
Competing Ideologies
What were the causes of the Cold War?
• What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
• What was the impact of the Cold War on nations and people?
• What led to the end of the Cold War?

Challenge and Change
What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
• How did the actions and ideas of popular movements and individuals contribute to change?
• What impacts did challenge and change have on nations and people?
Legal Studies Units 1 & 2

Unit 1 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.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2 Issues in Civil Law
The 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.

Business Management Units 1 & 2

Unit 1 Small Business Management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2 Communication and Management
This unit focuses on the importance of effective communication in achieving business objectives.

Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.
The Arts

Drama

Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use.

Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts. In this area of study, the terms ‘character’, ‘performance’, ‘story’ and ‘style’ can be understood as one or more characters, performances, stories or styles.

Unit 2: Non-naturalistic Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. In this area of study, the terms ‘character’, ‘performance’, ‘story’ and ‘style’ can be understood as one or more characters, performances, stories or styles.

Music

Unit 1 Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music.

Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

- Performances of three works
- Technical work and exercises
- Reports – oral, multimedia, written
- Performance of unprepared material
- Aural, written and practical tasks

Unit 2 Music Performance
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. They study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

ASSESSMENT

- Group and solo performances of three works
- Technical work and exercises
- Reports – oral, multimedia, written
- Performance of unprepared material
- Aural, written and practical tasks
- Composition and/or improvisation exercises
Studio Arts  

Unit 1 Artistic inspiration and techniques  
The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Students explore different sources as starting points for the making of artworks. These may include reflections on personal experiences, ideas and issues as well as the observations of people, societies, natural and constructed objects and environments. Various methods of recording sources of inspiration are identified and developed into a visual language through a variety of ways; for example, from observation students produce realistic renderings through hand-drawn or photographic methods and contrast them with expressive or abstracted interpretations. Students consolidate their experience through a process of progressive reflection on the development of their individual ideas and the artwork they produce.

Unit 2 Design exploration and concepts  
This area of study focuses on developing artworks through an individual design process based on visual research and inquiry.

In developing an individual design process, students learn to explore ideas and sources of inspiration. Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

Visual Communication Design Units 1 & 2  

Unit 1 Introduction To Visual Communication Design  
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Unit 2 Applications of Visual Communication Design  
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.
Technology

Product Design and Technology
(Textiles/ Wood, Metal * Plastics) Units 1 & 2

Unit 1 Product re-Design and Sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2 Collaborative Design
In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Systems Technology Units 1 & 2

Unit 1 Introduction to mechanical system
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation.

Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Unit 2 Introduction to electrotechnology Systems
In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation. Electrotechnology is experiencing rapid developments and changes through technological innovation. The contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers. In this unit students explore some of these new and emerging technologies.
Food Studies Units 1 & 2

Unit 1 Food Origins

Area of Study 1 Food Around the World
In this area of study students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Area of Study 2 Food in Australia
In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

Unit 2 Food Makers

Area of Study 1 Food industries
In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

Area of Study 2 Food in the home
In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.
Vocational Educational and Training in Schools VETiS

Vocational Education and Training is directly job related and competency based. These courses are good for people who like study that is practical and hands on.

Year 10, 11 and 12 students can undertake VET programs while completing their VCE or VCAL. Programs provide a qualification or partial completion of a Certificate II or III and are designed to give an overview/introduction to the industry. The units completed during a VETiS program will in some cases count toward continued study at TAFE, giving you a head start on your further education, apprenticeship or traineeship.

Approved VCE VET programs allow VCE students to blend general studies with vocational education – keeping employment and training options open while also providing ATAR contributions for university entrance. Other VET programs can also be undertaken with block credit to the VCE.

Vocational Education Programs in Schools VETiS

In 2017 the following VETiS subjects will be offered to VCE students:

- Cert II in Community Services CHC20115
- Certificate III Laboratory Skills MSL30109 (refer to VCE Science)
- Certificate II in Automotive Studies (Prevocational) 22015VIC
- Certificate II in Building and Construction (Pre-apprenticeship) 21844VIC
- Certificate II in Sport & Recreation SIS30115 (refer to VCE Health & PE)
- Certificate II in Engineering Studies 22209VIC
- Certificate II in Food Processing (Wine) FDF20403
- Certificate II Music CUS20109
- Certificate III Music CUS30109
VCE/VET Cert II in Community Services (CHC20115)
2 years

NEW COURSE

RTO: IVET

Aim of the Program:
This course allows students to develop the skills and knowledge to undertake community services work. This includes providing support and assistance to a variety of clients from different sectors, including childcare, disability and aged care sectors. This program is the perfect building block for developing a sound educational base in community services across a range of sectors. This course can be completed in one year, with the second year contributing to a Certificate III qualification (partial qualification) and is examinable as a VCE Unit 3/4 sequence.

Learning Areas:
- Introduction to the community services industry
- Organise and complete daily work activities
- Working with diverse people
- Communication in the workplace
- Work health and safety
- Working with clients and providing first point of contact
- Respond to client needs
- Implement participation and engagement strategies

VCE/VET Cert III in Laboratory Skills (MSL30116) – 2 years
RETURNING COURSE

RTO: AST

Aim of the Program:
This course offers entry-level technical training in laboratory skills across a range of industries. Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel. Laboratory technicians perform laboratory work by applying well-developed technical skills and using developing scientific knowledge. They generally work inside a laboratory but may also perform technical tasks in the field or within production plants. They may also perform a range of laboratory maintenance and office tasks. This course is examinable as a VCE Unit 3/4 sequence.

Learning Areas include:
- Participate in environmentally sustainable work practices
- Plan and conduct laboratory/field work
- Record and present data
- Participate in laboratory/field workplace safety
- Maintain the laboratory fit for purpose
- Perform aseptic techniques
- Perform working solutions
- Perform microscopic examination
VET Cert II in Automotive (22016VIC) – 2 years
RTO: Federation University

Aim of the Program:

- Provide students with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems.
- Provide students with ‘work ready’ knowledge and skills applicable to a variety of career paths in the automotive industry.

Completion of Certificate II in Automotive Studies (Pre-vocational) provides a pathway for students into the automotive industry through an apprenticeship or higher education. With additional training and experience, future employment opportunities may include trimmer, detailer, panel beater, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic. Higher education pathways can lead to roles such as an automotive engineer.

Course Units
- Apply Safe Working Practices
- Carry out Industry Research
- Use and Maintain Workplace Tools and Equipment
- Remove & Replace Suspension Front Springs
- Remove & Replace Wheel & Tyre Assemblies
- Job Seeking Skills
- Dismantle & Assemble 4 Stroke Multi Cylinder Petrol Engine

Year 2
- Participate in Basic Vehicle Servicing
- Dismantle and Assemble Transmission
- Use and maintain Measuring Equipment
- Clean a Vehicle
- Dismantle and Assemble Engine
- Remove and Replace Engine Cylinder Head
- Remove and Replace Brake Assemblies
- Operate Electrical Test Equipment
- Construct Lighting Circuits
- Recharge Batteries
- Remove and Refit Batteries

10% contribution to VCE
VET Cert II in Building and Construction- 22016VIC

2 years

RTO: AST

Aim of the Program:

- Provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry.
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

The VCE VET Building and Construction program provides partial completion of the 22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

Course Units

Year 1

- Work safely in the construction industry (CI card)
- Workplace safety and site induction#
- Provide basic emergency life support
- Building structures
- Calculations for the construction industry
- Prepare for work in the construction industry
- Communication skills for the construction industry
- Levelling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Carpentry hand tools

Year 2:

- Basic setting out
- Sub-floor framing
- Wall framing
- Roof framing
- External cladding
- Installations of windows and door frames
- Introduction to scaffolding and working platforms

10% contribution to VCE
VET Cert II in Engineering Studies (22209VIC)

2 years

RTO: Educational Living

Aim of the Program:
Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades.

Units 1 and 2 cover areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities.

Depending on the electives chosen, Units 3 and 4 cover areas such as producing basic engineering sketches and drawings, handling engineering materials, fabricating basic jewellery items and assembling and testing electronic engineering equipment and making it operational.

Certificate II in Engineering Studies prepares students for an engineering apprenticeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsperson, mechanical fitter.

Duration: 2 Years

Course Units include:
- Create engineering drawings using computer aided systems
- Perform basic machining processes
- Participate in environmentally sustainable work practices
- Perform computations
- Apply principles of occupational health and safety in the work environment
- Organise and communicate information
- Interact with computing technology
- Use hand tools
- Use power tools/hand held operations
- Apply metallurgy principles
- Use computer aided drafting systems to produce basic engineering drawings
- Produce basic engineering graphics

10% contribution to VCE
VET Cert II in Food Processing (Wine): FDF20411

2 years

RTO: Sunraysia TAFE

Aim of the Program:
This qualification provides vocational skills for work in the wine industry. A range of specialist electives are included covering
skills used in the following wine industry operational areas: bottling and packaging cellar door sales cellar operations laboratory
warehousing wine grape growing.

The FDF20411 Certificate II in Wine Industry Operations targets those working within a production or production support role.
Job roles in the industry often vary in the degree of skill specialisation and the qualification packaging rules reflect this diversity
through allowing a choice of specialist electives in one specialisation area or a combination of grape growing, cellar operations,
bottling and packaging, warehousing, laboratory and cellar door sales work.

Duration: 2 Years
- Applying Sampling Procedures
- Operate the Pressing Process
- Operate the Crushing Process
- Perform Fermentation Operations
- Canopy Maintenance
- Pick Grapes by hand
- Hand Prune Vines
- Take Vine Cuttings
- Train Vines
- Operate Tractors
- Implement the Food safety program and Procedures
- Pests and Diseases
- Participate in OH&S Processes

10% contribution to VCE

VET Cert II and III Music  CUS20109 and CUS30109

The VET Music program allows students the opportunity to develop their skills and obtain qualifications with the aim of
undertaking a career in music. Results in Units 3 & 4 will contribute to the students’ ATAR results.

- CUS20109 Certificate II in Music
  Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music
industry. Core units of competency in the program include developing and updating industry knowledge, participating in
work, health and safety processes and working effectively with others. The elective units in the program allow students
to specialise in an area of their interest from preparing for performances, mixing sound in a broadcasting environment or
repairing and maintaining audio equipment.

- CUS30109 Certificate III in Music
  Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied
work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo,
composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and
include units such as developing improvisation skills, applying knowledge of genre to music making and performing
music as part of a group or as a soloist.
Year 10 2017 Subject Selection

Subject selections MUST be completed online via Webpreferences by August 19.
Refer to your student email from webpreferences for access to your student portal.

Name:___________________________________________

Core Subjects
Religious Education
English
Science
Physical Education
Industry & Enterprise Unit 2 & WRS
Maths – (3 choices – see below)

Maths choices (Select One)
  o CAS Maths
  o Year 10 Maths
  o Fundamental Maths

Compulsory Electives
Humanities (Must select 2)
The Making of the Modern World
The Globalising World
Legal Studies
Geography of Terror
Business Studies

English
Literature
Creative Writing
Cinema Studies

LOTE
Mandarin (Year long subject)

Maths
Maths through Investigation
Maths in Sport

General Electives

Art
Foundation Art
Ceramics 1 &/or 2
Drawing 1 &/or 2
Drama & Production-Wakakirri
Drama
Photographic Imaging
Music Performance and Composition

Technology
Asian Foods
Survival Foods
Food for Fitness
My Kitchen Hamper
Textiles - Fashion
Textiles – Wearable Art
Textiles – Fabric of the Community
Materials – Furniture Making
Materials – Woodwork 1 &/or 2
Systems – Mechatronics Advanced
Developing Digital Media

Physical Education
Outdoor Activities
Introduction to VCE PE and Fitness

VCE and VET
[Each take up 4 choices]
See over page – application attached

Electives

1. _______________________ (Humanities)
2. _______________________ (Humanities)
3. _______________________
4. _______________________
5. _______________________
6. _______________________  
7. _______________________  
8. _______________________  
9. ________________________ (Spare)
10. ________________________ (Spare)

Picking your subjects:
1. Select one Maths subject – your Maths teacher will already have advised you what you can select.
2. Select two Humanities electives.
3. Select (up to) 6 other elective subjects (When selecting a VCE/VET or year-long class, your options reduce).
4. Pick 2 reserve electives

Your order of preferences is important!
VCE and VET application

Year Level Promotion Policy
For a student to be granted approval to study one or more subjects at the next year level, a grade average of "C" must be achieved in their core subjects, in the previous year and/or a "C" in the particular elective being sought if it is outside the core. If these requirements are not met there will need to be a promotions meeting involving the student, the parent and the Academic Review Panel.

Students wishing to enrol in any VCE subject in Year 10, 2017 are required to apply to the Head of Curriculum

Name:__________________________________________________________

Subject:________________________________________________________

Reasons:________________________________________________________

_________________________________________________________________

_________________________________________________________________

VCE
Science
- Biology Units 1 & 2
- Psychology Units 1 & 2
- VCE VET Cert III Laboratory Skills Year 1

Physical Education and Health
- Health & Human Development Units 1 & 2
- Physical Education Units 1 & 2
- VCE VET Cert II Sport and Recreation Year 1

Humanities
- Business Management Units 1 & 2
- History 20 Century 1918-1939 Units 1 & 2
- Legal Studies Units 1 & 2

The Arts
- Drama Units 1 & 2
- Music Units 1 & 2
- Studio Art Units 1 & 2
- Visual Communications and Design Units 1 & 2

Technology
- Product Design & Technology– (Textiles / Wood, Plastic, Metal ) Units 1 & 2
- Systems Engineering Units 1 & 2
- Food Studies Units 1 & 2

VET - Vocational Education Training
Automotive (Cert II)
Building & Const (Cert II)
Food Processing (Wine) (Cert II)
Engineering (Cert II)
Community Service (Cert II)
Music (Cert II or III)