Mount Lilydale Mercy College
Guide to Courses
Year 10—2014
# TABLE OF CONTENTS

## CURRICULUM
- Important dates ......................... 4
- Curriculum Program .................. 5
- Core Subjects .......................... 5
- Understanding the Unit codes ........ 5
- Assessment ............................. 6
- Late Submission of Work .......... 6
- Special Provision ...................... 6
- Satisfactory Completion .......... 7
- Promotion ............................. 7
- Homework ............................. 7

## CORE UNITS
- Religious Education .................. 8
- English ................................. 9
- Humanities—History ................. 10
- Humanities—Geography ............ 11
- Mathematics ......................... 12
- Science ................................ 18
- Sport ................................. 19

## ELECTIVE UNITS
### ENGLISH
- English Language—VCE ............ 21
- Introduction to Literature ....... 22
- Literature—VCE ..................... 23
- Power of Words ..................... 24

## HEALTH & PHYSICAL EDUCATION
- Amazing Body ....................... 25
- Contemporary Health ............. 26
- Health & Human Development—VCE ........ 27
- Nutrition for the Athlete ....... 28
- Outdoor Education .................. 29
- Personal Training ................... 30
- Physical Education—VCE .......... 31
- Certificate II in Outdoor Recreation—VET .... 32

## HUMANITIES
- Applied History ..................... 33
- Financial Awareness ............... 34
- Industry & Enterprise—VCE ..... 35
- Accounting—VCE ................... 36
- Business Management—VCE .... 37
- Economics—VCE .................... 38
- Legal Studies—VCE ................. 39
- Politics—VCE ........................ 40

## INFORMATION TECHNOLOGY
- Business Applications .............. 41
- Programming .......................... 42
- Information Technology-VCE .... 43

## LOTE
- Italian ................................ 44
- Japanese .............................. 45

## MATHEMATICS
- Specialist Maths ..................... 46
**TABLE OF CONTENTS**

**PERFORMING ARTS**
Certificate II in Music—VET .... 47
Music .......................... 48
Drama Performances .... 49
Certificate II in Live Production—VET .... 50
Staging Plays ........ 51
Dance ................................ 52
Dance—VCE .................. 53
Drama—VCE........... 54
Theatre Studies—VCE .... 55

**RELIGIOUS EDUCATION**
Catholic Schools Youth Ministry Australia (CSYMA) .
Religion and Society—VCE .... 56
Text and Tradition—VCE ... 57

**SCIENCE**
Advanced Chemistry & Physics 58
Agriculture, Horticulture and Viticulture ........ 59
Biology—VCE ................. 60
Psychology—VCE ............ 61
Psychology in Action .......... 62

**TECHNOLOGY**
Building Skills with Wood .... 63
Certificate II in Building and Construction—VET .... 64
Fashion Design ............... 65
Food Consumers ............... 66
Food Fabulous Food .......... 67
Glitz Glamour ................ 68

**VCAL**
Personal Development Skills .... 72

**VISUAL ARTS**
Art & Photography
(Part 1 Introduction) .......... 76
Art & Photography
(Part 2 Advanced) .......... 74
Art—Drawing, Painting & Printmaking ........ 75
Art—Drawing, Painting & Sculpture ............ 76
Media—Animation .............. 77
Media—Film Making ........... 78
Multimedia .................. 79
Product Design & Architecture .80
Visual Communications
Graphic Design ............... 81
Act—VCE ................... 82
Visual Communication
Design—VCE ................ 83

**SUMMARIES**
Subject Semester One .......... 84
Subject Semester Two .......... 85
Mathematics Flow Chart .... 86

**ADDITIONAL LEVIES**
Levy Summary ................ 87
IMPORTANT DATES

July 26
Online Guide to Courses available

July 26
Year 10 Subject Selection Assembly

August 14
Online Subject Selection Closes

IMPORTANT

Subject Selection is to be completed Online and **one printed** copy of the **Subject Selection Confirmation Sheet** is to be returned to your Homeroom Teacher.
The Curriculum Program at Year 10 is delivered via a combination of core and elective units. The core units undertaken by all students are delivered in homeroom groupings. Through enhancing the student’s sense of belonging, by improving quality relationships (student to student, student to teacher and teacher to parent) we build upon each student’s sense of worth and thus impact upon their engagement in their learning. We also desire to ensure that every student feels valued, affirmed and respected and, above all, safe within their school environment.

**CORE SUBJECTS**

Core subjects will be delivered in the following learning areas:

- Religious Education
- English
- Humanities
- Mathematics
- Science
- Sport

All students will undertake core subjects in Home Room groupings (excluding Sport) for the full academic year. Each core subject, other than Mathematics, will deliver the same Learning Standards to all Year 10 students.

Students will undertake six semester elective units in Year 10. The choices will be made from seven different groupings that provide a range of subjects across all faculty areas.

**UNDERSTANDING THE UNIT CODES**

For convenience of timetable and other purposes, a code system is used to identify the units.

The codes for each Learning Area are as follows:

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>R</th>
<th>Mathematics</th>
<th>M</th>
<th>Technology</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>E</td>
<td>Performing Arts</td>
<td>P</td>
<td>Visual Arts</td>
<td>V</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>H</td>
<td>Science</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td>L</td>
<td>Humanities</td>
<td>H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT
At the beginning of each semester, teachers will provide students with a written statement of the Learning Standards and Assessment for the unit. Learning Standards describe the knowledge and skills that a student needs to demonstrate in order to satisfactorily meet the unit requirements.

Assessment within each unit is ongoing and tasks are varied to reflect individual learning styles. The information used for assessment is based on criteria which explore key features of the work. English, Maths, History and Science will be delivered according to AusVELS (Australian Curriculum) standards in 2014.

LATE SUBMISSION OF WORK
Students are expected to submit all work on or by the designated due date.

If a student has a valid reason for not submitting on the due date, he/she should negotiate an approved extension with their subject teacher before the due date.

If a designated task is not submitted by the due date, parents will be contacted via our SMS System. A maximum grade of 50% will be awarded if the late work meets the required standard.

If a student does not submit their work by the new due date, a grade of zero will be awarded for that non submitted task.

SPECIAL PROVISION
Students may be considered eligible for Special Provision if their work is adversely affected due to serious and long term illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Wellbeing Level Coordinator and/or Learning Coordinator if their child is experiencing difficulties at school or in the home environment.
SATISFACTORY COMPLETION
At the Year 10 level, to meet a satisfactory standard for a unit, students must display a satisfactory understanding of all the skills and knowledge associated with each learning standard.

PROMOTION
There is an expectation that all students will satisfactorily meet the Learning Standards of every unit of study. Subject teachers and/or homeroom teachers with specific concerns about the readiness of a student to progress to Year 10, either academic and/or social, will raise these issues with the Wellbeing Level Co-ordinator and/or Learning Coordinator. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than expected standards in five or more units in the academic year. Special provision may apply.

A student who wishes to undertake accelerated subjects within a study area must formally apply for these subjects and the application will be reviewed based on previous performance and their ability to achieve within the subject.

HOMEWORK
The College expects students at the Year 10 level to complete, on average, one and a half hours of homework per night for completion of class work and homework.

The College Student Planner is to be used daily to record all homework tasks. A schedule of homework times should be developed for each day, taking into consideration family, sporting and employment commitments. Homework should not only involve completion of class work or designated assignment tasks, but also reviewing of notes for consolidation and increased depth of knowledge, preparation for topics tests and examinations and, in particular, wider reading.

It is also recommended that an appropriate study environment be created with all necessary requirements such as pens, paper, ruler and calculator close at hand.

ACCELERATED STUDIES
A student who wishes to undertake accelerated subjects within a study area such as VCE units must formally apply for these subjects. Their application will be reviewed based on previous performance across all subjects and their ability to achieve within the subject.
**CORE CURRICULUM**

**RELIGIOUS EDUCATION**

**SEMESTER 1**  
The Year 10 Religious Education program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the principles of the Melbourne Archdiocesan Religious Education Framework and the *To Know, Worship and Love* series. Students will study:

**SEMESTER 1**  
Jesus, the Gospel of Mark and Personal Moral responsibility

**LEARNING STANDARDS**
- Explore the Gospel of Mark’s portrayal of Jesus and its relevance for the world today
- Critique the values systems seen in society, locally, nationally and internationally.
- Identify and analyse situations requiring moral decision making.

**SEMESTER 2**  
Marriage; Ancient & Indigenous Religions and Living Justly

**LEARNING STANDARDS**
- Examine the development, structure and significance of the Sacrament of Marriage
- Describe the religious response of Ancient and Indigenous peoples and cultures.
- Jesus’ call for individual Christians to live a moral and just life is investigated through contemporary examples of individuals and movements working for justices.

**ASSESSMENT**

Assessment across the year will include a range of tasks such as:

- Folio work
- Research tasks
- Film analysis
- Scriptural Analysis
- Presentations
- Group work
- Examinations

Contributions to class discussions and completion of class work will also be considered.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Response to Literature
- Writing
- Examination

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts. They interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, literary analyses, transformations of texts and reviews.
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Research Task
- Essay
- Document Analysis
- Historical Data Analysis
- Collage/Poster
- Examination

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

HUMANITIES

SEMESTER 1 (History)

History: This course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing. The overview will study the important features of the period 1918 to the present and how historical change occurs. The three depth studies will focus on World War Two in particular the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement, Rights and Freedoms (the Indigenous) and the Globalising World with the focus on Migration experiences 1945 – to the present.

Overview – Important features of the period 1918 to the present

Depth Study 1 – World War Two

Depth Study 2 – Rights and Freedoms

Depth Study 3 – The Migration experiences 1945 to the present

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Research Task
- Annotated Visual Display
- Mapping Task
- Examination

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

HUMANITIES

SEMESTER 2 (Geography)

All Year 10 students complete one semester of Geography either in first or second semester. Students develop knowledge about the interaction of human activities with the natural environment through an inquiry-based investigation of global warming, land degradation, air and water pollution. Students undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. They identify strategies to address the issues and develop policies to resolve them.

LEARNING STANDARDS

- Evaluate the consequences of the interaction and develop a policy to address an issue related to it.
- Evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales
CORE CURRICULUM

YEAR 10 MATHEMATICS
(All students)

Mathematics at Year 10 is offered at three levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Mathematics</td>
<td>This subject is designed to lead to VCE Foundation Mathematics in Year 11 and no Mathematics in Year 12</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>This subject is designed to prepare students for VCE General Mathematics Units 1&amp;2 and VCE Further Mathematics Units 3&amp;4.</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>This subject is designed to prepare students wishing to study Mathematics at any level in VCE.</td>
</tr>
</tbody>
</table>

Allocations to Year 10 Mathematics subjects are based on students’ performances in Year 9.

General Mathematics and Mathematical Methods classes cover common topics in Semester 1 to enable some movement between these classes as a result of teacher recommendation.
ASSESSMENT

Assessment will be based on the completion of a variety of tasks including:
- Workbook Activities
- Investigation Tasks
- Homework Tasks
- Topic Tests
- Semester Examinations

CORE CURRICULUM

MATHEMATICS—FOUNDATION

This subject provides for the continuing mathematical development of students who do not intend to undertake further studies in Mathematics beyond Year 11 where they could do VCE Foundation Mathematics Units 1 & 2. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal, work and study.

Semester 1

This course provides a review of mathematics principles and develops a student’s ability to investigate real life situations using their understanding of mathematics.

Mathematical content will be contained in a variety of real life situations including:
- Car Safety
- Finance
- Water Wise

LEARNING STANDARDS
- Patterns in Number
- Measurement and Design
- Handling Data
- Maths Skills

Semester 2

This course further develops the skills learnt in Semester 1. Real life situations involving mathematics are explored and technology is used to represent data.

Mathematical content will be contained in a variety of real life situations including:
- Travelling
- House & Land Package
- Sport
- A Musical Production

LEARNING STANDARDS
- Patterns in Number
- Probability (Chance)
- Measurement and Design
- Handling Data
CORE CURRICULUM

GENERAL MATHEMATICS

Year 10 General Mathematics builds on the mathematical skills and practice undertaken in Year 9 with content covering the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each content strand students aim to demonstrate proficiency in Understanding, Fluency, Problem Solving and Reasoning.

**ASSESSMENT**

Assessment will be based on the completion of a variety of tasks including:

- Workbook Activities
- Homework Tasks
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Examinations

**Core units of study (Semester 1):**

- Indices
- Linear Algebra
- Linear Functions
- Measurement
- Trigonometry

**Core units of study (Semester 2):**

- Simultaneous Equations
- Financial Arithmetic
- Univariate Data
- Probability
- Bivariate Data

**Year 10 General Mathematics Achievement Standards include:**

- Simplification of algebraic products and quotients using index laws.
- The solution of problems involving linear equations.
- The ability to make the connections between algebraic and graphical representations of relations.
- Finding unknown values after substitution into formulae.
- Performing the four operations with simple algebraic fractions.
- Solving surface area and volume problems relating to composite solids.
- Using trigonometry to calculate unknown sides and angles in right-angled triangles.
GENERAL MATHEMATICS continued

- Solving right-angled triangle problems involving direction and angles of elevation and depression.
- Solving linear simultaneous equations using algebraic and graphical techniques including using digital technology.
- The comparison of data sets by referring to the shapes of the various data displays.
- Determining quartiles and interquartile range.
- Constructing and interpreting box plots and using them to compare data sets.
- Describing bivariate data where the independent variable is time.
- Describing statistical relationships between two continuous variables.
- The evaluation of statistical reports.
- Ability to list outcomes for multistep chance experiments and assign probabilities for these experiments.
- The ability to connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies.
ASSessment

Assessment will be based on the completion of a variety of tasks including:

- Workbook Activities
- Homework Tasks
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Examinations

CORE CURRICULUM

MATHEMATICAL METHODS

Year 10 Mathematical Methods further builds on the mathematical skills and practice undertaken in Year 9 with content covering the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each content strand students aim to demonstrate proficiency in Understanding, Fluency, Problem Solving and Reasoning.

Core units of study (Semester 1):

- Indices
- Linear Algebra
- Linear Functions
- Measurement
- Trigonometry
- Geometric Reasoning

Core units of study (Semester 2):

- Simultaneous Equations
- Quadratic Algebra (Expansion and Factorisation)
- Quadratic Equations
- Functions
- Real Numbers
- Circle Geometry

Year 10 Mathematical Methods Achievement Standards include:

- Simplification of algebraic products and quotients using index laws.
- The solution of problems involving linear equations.
- The ability to make the connections between algebraic and graphical representations of relations.
- Finding unknown values after substitution into formulae.
- Performing the four operations with simple algebraic fractions.
MATHEMATICAL METHODS continued

- Solving surface area and volume problems relating to composite solids.
- Using trigonometry to calculate unknown sides and angles in right-angled triangles.
- Solving right-angled triangle problems involving direction and angles of elevation and depression.
- Solving linear simultaneous equations, using algebraic and graphical techniques including using digital technology.
- The ability to expand binomial expressions and factorise quadratic expressions.
- The ability to solve a wide range of quadratic equations derived from a variety of contexts.
- Describing, interpreting and sketching parabolas, hyperbolas and circles and their transformations.
- Defining rational and irrational numbers and performing operations with surds and fractional indices.
- Using the definition of a logarithm to establish and apply the laws of logarithms.
- Application of the rules of circle geometry and trigonometry to determine unknown angles and lengths.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Practical Reports
- Topic Tests
- Research presentations
- Examination

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

SCIENCE

The Science content includes the three strands - Science Understanding; Science Inquiry Skills and Science as a Human Endeavour. These 3 strands are interrelated and its content is delivered in an integrated way.

- analyse how the periodic table organises elements and use it to make predictions about the properties of elements.
- explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- explain the concept of energy conservation and represent energy transfer and transformation within systems.
- apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- describe and analyse interactions and cycles within and between Earth’s spheres.
- evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.
- explain the processes that underpin heredity and evolution.
- analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.
- develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- when analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- construct evidence based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

SEMESTER 1

Topics covered include:
Motion of objects using the Laws of Physics; Transmission of heritable characteristics – DNA and Genetics and Global systems including the Carbon Cycle.

SEMESTER 2

Topics covered include:
The Periodic Table; Chemical Reactions; The Universe; Energy Conservation in systems – energy transfers and transformations; and Theory of Evolution by Natural selection.
**SPORT**

All students in Year 10 will participate in Sport on a **Wednesday** afternoon.

During this time the students will either participate in weekly Eastern Independent Schools Melbourne (EISM) sport or be allocated into a House Sport.

**EISM Sports:**

<table>
<thead>
<tr>
<th>Term 1 Boys</th>
<th>Term 1 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td>Cricket</td>
</tr>
<tr>
<td>Basketball A &amp; B</td>
<td>Volleyball A &amp; B</td>
</tr>
<tr>
<td>Hockey</td>
<td>Softball</td>
</tr>
<tr>
<td>Tennis A &amp; B</td>
<td>Basketball A &amp; B</td>
</tr>
<tr>
<td>Softball</td>
<td>Tennis A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Terms 2 &amp; 3 Boys</th>
<th>Terms 2 &amp; 3 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Football</td>
</tr>
<tr>
<td>Volleyball A &amp; B</td>
<td>Hockey</td>
</tr>
<tr>
<td>Soccer</td>
<td>Netball A &amp; B</td>
</tr>
<tr>
<td>Badminton</td>
<td>Soccer</td>
</tr>
</tbody>
</table>

**Term 4**

During Term 4 students will have the opportunity to participate in a variety of different sports.

**Social Sports include:**

<table>
<thead>
<tr>
<th>Self Defence</th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Sports</td>
<td>Fitness</td>
</tr>
<tr>
<td>Fun and Games</td>
<td>Snooker</td>
</tr>
</tbody>
</table>

All students are encouraged to try out for EISM team sport during each term.

Participation in activities, behaviour and willingness to be part of a team will play a role in selection to these EISM activities.
ELECTIVES

SEMESTER ONE

&

SEMESTER TWO
ENGLISH

ENGLISH LANGUAGE—VCE

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

SEMESTER 1

LANGUAGE AND COMMUNICATION

Areas of Study

Outcome 1: The nature and functions of language
- identify and describe primary aspects of the nature and functions of human language.

Outcome 2: Language acquisition
- describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Topic Test
- Essay
- Written/Oral Analysis
- Examination

Contributions to class discussions and completion of class work will also be considered
ENGLISH

INTRODUCTION TO LITERATURE

Students studying Literature will examine a broad range of novels, plays, poetry and film. The course involves students understanding texts and responding creatively, analytically and imaginatively. Students are encouraged to use multi-modal presentations, together with the more traditional responses. Students who enjoy reading and creative writing should consider exploring this opportunity.

LEARNING STANDARDS

Speaking and Listening
- Listen to and produce a range of spoken texts to examine different perspectives on themes and issues.
- Evaluate strategies used by others to enhance presentation of spoken texts and select and use them appropriately.

Reading
- Read a range of texts and use them to discuss different perspectives on themes and issues.
- Explain possible reasons for different interpretation of texts.
- Explain the way texts are shaped by the time, place and cultural setting in which they are created.

Writing
- Use a range of text types to convey information and discuss different perspectives on themes and issues.
- Identify the characteristics and expectations of particular audiences and accommodate or resist these expectations when writing.
- Use a range of strategies to plan, compose, revise and edit texts that discuss different perspectives on themes and issues.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Literary Responses
- Writing Folio
- Examination

Contributions to class discussions and completion of class work will also be considered.
ENGLISH

POWER OF WORDS

The Power of Words seeks to give students a greater understanding of both the spoken and written word. Focusing on historical and contemporary speeches students investigate their historical or social context as well as the construction of the speeches and the different techniques used in their construction. Students are encouraged to improve their analytical skills as well as their public speaking skills as they come to an understanding of the power of the spoken word in contemporary society.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Research Assignment
- Folio
- Speeches
- Semester Examination

Contributions to class discussions and completion of class work will also be considered.
HEALTH & PHYSICAL EDUCATION

AMAZING BODY—HAB10

In the theoretical component of this course students will have gained some exposure to the key sports sciences of physiology, skill acquisition, biomechanics and energy systems. These areas are the basis of VCE Physical Education and this course offers a good overview of some of the key concepts. The practical component involves team sports, fitness and laboratories.

LEARNING STANDARDS

- Demonstrate advanced skills, game sense and appropriate sporting behaviour
- Use training methods and participation in a range of activities to maintain their fitness
- Work independently and with peers, to implement strategies to maximize learning
- Initiate personal learning goals and a range of learning strategies to achieve a satisfied outcome

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Laboratory Reports
- Topic Tests
- Major Project
- Examination

Contributions to class discussions and completion of class work will also be considered
HEALTH & PHYSICAL EDUCATION

CONTEMPORARY HEALTH—HCH10

This unit aims to create a smooth transition into VCE Health and Human Development. Throughout the subject, students will study the impact of the media, social environment and families on their values and the roles and responsibilities associated with gaining independence and forming adult relationships. Each student will be provided with an opportunity to experience the responsibilities of parenting as they look after a virtual baby.

Students will also be expected to study programs and initiatives available to optimise health. Using The National Health Priorities Areas, students will evaluate the effectiveness of these existing strategies.

To conclude the unit, students will research the Australian trends in regards to nutrition status and food selection. An analysis of an individual’s diet based on a selected food and nutrition initiative will also be conducted.

LEARNING STANDARDS

- Analyse the positive and negative health outcomes of a range of behaviours
- Explain how external influences affect personal values
- Identify and differentiate determinants of health and strategies that address concerns

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- NHPA Presentation
- Baby for a Night Project
- Topic Tests
- Examination

Contributions to class discussions and completion of class work will also be considered.
HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT—VCE

Students develop an understanding of the dimensions and interrelationships of health and individual human development. They also research health factors and issues impacting Australia’s youth and programs or strategies that impact youth health and development. Students look in detail at the health and development of Australia’s children and adults and issues that affect Australia’s health system.

UNIT 1

In this unit students will develop an understanding of the concepts of health and individual human development, exploring the interrelationship that exists between them. Students will become aware of the different measurements of health status and how these various methods are used. Students will also develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They will explore the importance of nutrition for energy and growth in this stage of the lifespan. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise health and development of youth.

LEARNING ACTIVITIES

Include case studies, analysis text questions, film and data analysis, oral presentations, educational videos and revision activities. As well as quizzes and other relevant tasks.

KEY SKILLS REQUIRED

Ability to analyse and interpret data, identify trends and demonstrate an understanding of content through essay and long answer style questions.
HEALTH & PHYSICAL EDUCATION

NUTRITION FOR THE ATHLETE—HPN10

This unit will focus on giving students an exposure to the required nutritional aspects of performance that will allow all athletes to achieve the very best from their chosen field of sport. The course will look at the factors that go together to ensure that all athletes not only train smart but are complemented with the required nutrition. Essential nutrients, hydration, timing of meals and correct eating plans are all explored and studied within this unit. The practical component of this unit will include putting all theoretical aspects into practice. Students will participate in physical training for targeted events and analysing every aspect of their diet and nutrition required to achieve optimum results.

LEARNING STANDARDS

- Demonstrate and advanced skills, game sense and appropriate sporting behaviour.
- Use training methods and participation in a range of activities to maintain fitness.
- Work independently and with peers, to implement strategies and maximise learning.
- Initiate personal learning goals and a range of learning strategies to achieve a satisfied outcome.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Training Plan Lab report
- Diet Analysis
- Practical Application
- Examination

Contributions to class discussions and completion of class work will also be considered.
HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION

In this subject, students learn the importance of the three areas of Outdoor Education: self, others and the environment. In all activities, learning is based around these three fields.

In particular, students are instructed within the aquatic environment with activities including swimming, water safety, surfing and sea kayaking. In addition, areas of outdoor and indoor rock climbing are covered.

Areas to be covered in theory include water safety, activity preparation, equipment handling, group skills and environmental management skills.

This unit will be offered in both Semester 1 and Semester 2.

LEARNING STANDARDS

- Demonstrate safe techniques within an aquatic environment.
- Demonstrate skills and knowledge for safe participation in rock climbing.
- Demonstrate competencies in map reading and navigation.

It is a requirement of this course that students be available for all off campus activities.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Rock Climbing Assignment—Minor
- Coastal Assessment—Major
- Practical Activities
- Examination

Contributions to class discussions and completion of class work will also be considered.
HEALTH & PHYSICAL EDUCATION

PERSONAL TRAINING

This unit will focus on personal fitness. The theory component will examine what fitness is, how fitness is assessed and the range of fitness activities that are available. Students can explore their personal fitness needs and the activities that will enable them to develop and maintain their fitness as well as investigating recognition and treatment of sports injuries. In the practical component of this unit, students will be participating in a broad range of activities that will include fitness assessment, training methods and training programs. This unit is designed for all students with an interest in staying healthy and feeling good.

LEARNING STANDARDS

- Demonstrate advanced skills, game sense and appropriate sporting behaviour
- Use training methods and participation in a range of activities to maintain their fitness
- Analyse health strategies and describe the positive and negative outcomes of the strategies
- Work independently and with peers, to implement strategies to maximize learning
- Initiate personal learning goals and a range of learning strategies to achieve a satisfied outcome

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Peer Teaching Task
- Practical application of skill and fitness
- Personal Exercise Program Assessment
- Examination

Contributions to class discussions and completion of class work will also be considered.
PHYSICAL EDUCATION—VCE

Physical Education introduces the students to an understanding of the body’s systems including skeletal, muscular, cardiovascular, respiratory and energy systems. Physical activity is also analysed through the understanding of Biomechanical principals and methods. The benefits of physical activity in contributing to well-being, in both their own lives, as well as within the wider community are investigated. Physical activity is also looked at across the lifespan and barriers to participation are explored. Furthermore coaching practices and principals are investigated focusing on the ways in which a coach influences his or her athletes and how this can have a significant effect on their performance.

Unit 1

Students explore the body systems and how they work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

Unit 2

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

ASSessment

Unit 1

- Case Study
- Laboratory Reports
- Topic Tests
Coursework = 60% of final assessment
Examination = 40% of final assessment

Unit 2

- Written Assignment
- Case Study
- Topic Tests
Coursework = 60% of final assessment
Examination = 40% of final assessment

Contributions to class discussions and completion of class work will also be considered.
HEALTH & PHYSICAL EDUCATION

CERTIFICATE II IN OUTDOOR RECREATION

This is a nationally recognised and accredited course designed to reflect the role of entry level employees working in Outdoor Recreation Industry under supervision. Likely functions within this industry include working under supervision as an assistant with the conduct of activities on programs and other associated tasks, acting accordingly to clearly defined Standard Operating Procedures and the organisation’s documented guidelines. This qualification facilitates the development of the following knowledge and skills: Outdoor recreation generic - applying basic logistics to planning outdoor recreation activities, assisting in the conduct of outdoor recreation sessions under supervision and implementing minimal impact practices. Activity specialisations - planning food, water and clothing requirements, selecting and using equipment and demonstrating safe participation in outdoor recreation activities under supervision. General specialisations - promoting access, equity and diversity in community recreation and applying the principles of community development to community recreation work; becoming oriented to disability work and contributing to positive learning experiences for disadvantaged clients; inspecting, servicing and maintaining vehicles and trailers; maintaining sport and recreation facilities and equipment; conducting interpretation within outdoor activities to facilitate client awareness and education; setting up and operating a campsite for clients, providing campsite catering in an hygienic manner.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>SISOODR201A</td>
<td>Assist in conducting outdoor recreation sessions</td>
</tr>
<tr>
<td>SISOOOPS201A</td>
<td>Minimise environmental impact</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
</tr>
<tr>
<td>SISXOH5101A</td>
<td>Follow occupational health and safety policies</td>
</tr>
<tr>
<td>SISEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISXFAC201A</td>
<td>Maintain sport and recreation equipment for activities</td>
</tr>
<tr>
<td>SISOBWG201A</td>
<td>Demonstrate bushwalking skills in a controlled environment</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain a temporary or overnight site</td>
</tr>
<tr>
<td>SISONAV201A</td>
<td>Demonstrate navigational skills in a controlled environment</td>
</tr>
<tr>
<td>SISOSKT202A</td>
<td>Demonstrate ski touring in a patrolled environment to a basic standard</td>
</tr>
<tr>
<td>SISOSKI201A</td>
<td>Demonstrate alpine skiing skills downhill or on beginner terrain</td>
</tr>
<tr>
<td>SISOSKB201A</td>
<td>Demonstrate snowboarding skills on beginner terrain</td>
</tr>
<tr>
<td>SISOSNK201A</td>
<td>Demonstrate snorkelling activities</td>
</tr>
<tr>
<td>SISOSRF201A</td>
<td>Demonstrate surf survival and self rescue skills</td>
</tr>
<tr>
<td>SISOSRF202A</td>
<td>Demonstrate basic surfing manouvers in controlled conditions</td>
</tr>
</tbody>
</table>

ASSESSMENT

Students are assessed in relation to industry based competency criteria. For each outcome module students must demonstrate a competent level of skills. In addition to achieving a satisfactory level of skills, students must successfully complete a major project on each area of study.

**Specialisation Activity choices that are available include Bushwalking and Cross Country Skiing**

Contributions to class discussions and completion of class work will also be considered

** See note under Assessment
HUMANITIES

APPLIED HISTORY—VCE

This unit focuses on how the environmental features peculiar to a region have a profound effect on its history. For example, the presence of gold in central Victoria transformed pastoral acreage into a region featuring both rich cities and abandoned mining sites denuded of any vegetation. By focusing on the area of study of People and Place, major historical and environmental forces that played a part in the history of the local community are considered.

Applied History also focuses on the notion of heritage which can be defined as ‘what we value in the past’. Communities are not always united in their notion of what is worth keeping and remembering. The legal protection given to historic landscapes and buildings are seen by some within communities as impediments to progress and development. By focusing on the area of study Investigating community history, the concepts of ‘heritage’ and ‘social memory’ are considered. Students will investigate the way a local community has sought to preserve, conserve and record an aspect of their local history.

By focusing on the area of study of the Community historian at work, students will study local examples of preserved history such as Nellie Melba in Lilydale. One of the tasks of the historian is to evaluate sources and interpret them for a wider audience. Students will research and interpret an aspect of community history.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Document Analysis
- Multimedia Presentations
- Written Interpretations
- Museum Displays and reviews
- Biographical Studies

Coursework = 60% of final assessment
Examination = 40% of final assessment

Contributions to class discussions and completion of class work will also be considered.
FINANCIAL AWARENESS

Students learn how to manage their personal and business finances including the use of credit cards, saving money, personal budgeting, investing in the share market and basic business book keeping. Students will also develop an understanding of basic economic and social issues such as inflation, unemployment, impact of the Australian dollar on overseas travellers and the impact of advertising on the price of a can of Coke or a concert ticket.

LEARNING STANDARDS

- Describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use and provision of resources, exports and imports and ecological sustainability;
- Analyse how goods and services are produced and how markets work;
- Predict how prices will change when there is either a surplus or shortage and explain how this might influence the behaviour of consumers and producers;
- Explain the role and significance of saving and investment for individuals and for the economy, and demonstrate the skills required to successfully plan and manage personal finance.
HUMANITIES

INDUSTRY & ENTERPRISE—VCE

Unit 1: Workplace participation

This unit introduces students to the range of settings in which work occurs in Australia. In order to prepare for effective participation in the workplace, emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. This unit also examines the changing nature of work, the concept of career development and lifelong learning. Future career pathways and occupations are investigated. In particular, work placement is undertaken, and work related issues investigated in a selected workplace. The development of lifelong and work-related skills is an integral part of this unit.

LEARNING STANDARDS

• Work and my future
• Work and my skills
• The workplace

ASSESSMENT

Assessment across the year will include a range of tasks such as:

• Career Investigation
• Career Profile
• Skills Portfolio
• Workplace Investigation
• Workplace Learning Report

Contributions to class discussions and completion of class work will also be considered
HUMANITIES

ACCOUNTING - VCE

Unit 1
Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

ASSESSMENT

Unit 1
- Topic Tests
- Single Entry Accounting Exercise using ICT

Coursework = 70% of final assessment
Examination = 30% of final assessment
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.

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.
HUMANITIES

ECONOMICS—VCE

The study of Economics is about the forces which determine how production occurs, how resources are allocated and how the proceeds of production are distributed. The ‘economic way of thinking’ involves logical reasoning, readiness to distinguish between fact and opinion and between objective statements and value judgments. A study of Economics will help students to become informed global citizens who are able to make economically and socially responsible decisions. Economic issues frequently influence voters. Learning about Economics will assist students in their everyday lives as it helps them to be more informed citizens, consumers, workers, voters, producers and savers.

Unit 1
Economic Choices and Consequences

In this unit students examine the basic economic problem of scarcity, the need for economic decision making, the nature and features of the Australian economy, the degree of market power in different markets, the nature and effectiveness of strategies of businesses to improve profitability, the role of markets in the determination of prices and the allocation of resources and the role of relative prices in the allocation of resources.

ASSESSMENT

Unit 1
- Investigation Report
- Topic Tests

Coursework = 70% of final assessment
Examination = 30% of final assessment
HUMANITIES

LEGAL STUDIES—VCE

Unit 1

Criminal Law in Action

This unit explores the need for laws in society. Students investigate the key features of criminal law, how its enforced and adjudicated and possible outcomes and impacts of crime. Students learn about different types of crimes and explore rights and responsibilities under criminal law through a consideration of contemporary cases and issues. Students also consider the role of parliament and subordinate authorities as law makers as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Unit 2

Civil Law in Action

This unit focuses on the protection of rights of individuals, groups and organisations in society. Students gain an insight into the importance of civil law in their lives and how to distinguish between civil and criminal law. Students develop an understanding of the process of law-making by judges and courts through the operation of the doctrine of precedent and through statutory interpretation. They explore torts and their related defences.

ASSESSMENT

Unit 1

- Assignment
- Case Study
- Topic Test

Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 2

- Assignment
- Case Study
- Topic Test

Coursework = 70% of final assessment
Examination = 30% of final assessment
HUMANITIES

POLITICS—VCE

Unit 1
The National Citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action. Examples from contemporary media will be utilised.

ASSESSMENT
Unit 1
- Analysis
- Electronic/Oral Presentation
- Case Study
- Topic Tests

Coursework = 70% of final assessment
Examination = 30% of final assessment
INFORMATION TECHNOLOGY

BUSINESS APPLICATIONS – TCI10

This unit aims to improve student’s information technology skills for a rapidly changing world. The learning activities will involve problem solving, collaborative work, project and time management, digital presentation and thinking strategies. Students will use both desktop software and cloud based technology to work in teams, manage and share files, plan projects to create a variety of digital products that include infographics and web pages as well as produce and present reports.

LEARNING STANDARDS

- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of Practical Work
- Assignments
- Tests
- Examination

Contributions to class discussions and completion of class work will also be considered
INFORMATION TECHNOLOGY

PROGRAMMING – TPS10

It is recommended that students entering this subject are competent in mathematics.

This unit aims to develop skills in program building to solve problems. The purpose of the algorithm and other system concepts will be developed as students learn to use a variety of programming languages—including Javascript and Visual Basic. Students will further explore the concepts of programming with the use of random variables, iteration, sequences, selections and control arrays. Students will improve their understanding of computer science through an examination of information systems.

LEARNING STANDARDS

- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of Practical Work
- Assignments
- Tests
- Examination

Contributions to class discussions and completion of class work will also be considered.
INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY — VCE
Units 1 and 2 lead to both Units 3 and 4 IT Applications and Units 3 and 4 Software Development.

IT in Action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

ASSESSMENT

Unit 1
- Using ICT tools to produce solutions.
- Visual Presentations
- Written Reports
- Tests
- Examination

Coursework = 80% of final assessment
Examination = 20% of final assessment

Contributions to class discussions and completion of class work will also be considered
LANGUAGES OTHER THAN ENGLISH (LOTE)

Students who intend to study a language beyond Year 10 must select LOTE—Italian or Japanese for both Semester 1 and Semester 2. LOTE students are not required to meet the Group A requirement of completing a minimum of one unit from four of the five Learning Areas.

ITALIAN—LI110 & LI210

SEMESTER 1

This unit aims to consolidate, develop and extend the knowledge acquired in previous years of study. Through an exploration of various themes, such as recycling and the environment, employment, youth and leisure, the Italian arts, technology and computers, holidays and tourism, students will gain knowledge of these various aspects of the Italian-speaking community. Along with this, the various vocabulary and grammatical structures needed to convey information relating to these themes will be introduced.

LEARNING STANDARDS

- Communicating in a language other than English
- Intercultural knowledge and language awareness

SEMESTER 2

This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

LEARNING STANDARDS

- Communicating in a language other than English
- Intercultural knowledge and language awareness

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Reading
- Writing
- Listening
- Speaking
- Cultural Assignment
- Examination

Contributions to class discussions and completion of class work will also be considered.
LANGUAGES OTHER THAN ENGLISH (LOTE)

Students who intend to study a language beyond Year 10 must select LOTE – Japanese for both Semester 1 and Semester 2. LOTE students are not required to meet the Group A requirement of completing a minimum of one unit from four of the five Learning Areas.

JAPANESE—LJ110 & LJ210

SEMESTER 1

The Year 10 Japanese course aims to introduce and develop skills in reading, writing, listening and speaking basic Japanese. Further, a strong emphasis is placed on getting to know the Japanese speaking community in Australia and Japan whilst making comparisons between Japanese and Australian lifestyles throughout the year.

LEARNING STANDARDS

- Communicating in a language other than English
- Intercultural knowledge and language awareness

SEMESTER 2

This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

LEARNING STANDARDS

- Communicating in a language other than English
- Intercultural knowledge and language awareness

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Reading
- Writing
- Listening
- Speaking
- Topic Tests
- Exmination

Contributions to class discussions and completion of class work will also be considered.
MATHEMATICS

SPECIALIST MATHS

The Mathematics course will cover the dimensions of Number, Measurement, Chance and Data. Students will be given the opportunity to use the new CAS technology and to solve analytical problems.

LEARNING STANDARDS

**Chance**
- Apply permutations and combinations to probability, including simple sampling situations.
- Apply combinatoric principles and manipulations to solve problems in contexts where repetition may or may not be allowed and order may or may not be important including cases involving simple restrictions.
- Investigation of Pascal’s triangle.

**Number**
- Define a matrix and calculate determinant of a Matrix.
- Add, subtract and multiply matrices.
- Interpret properties of an identity and inverse Matrix.
- Use matrices to solve simultaneous equations.
- Investigation of Cramer’s rule.
- Calculate terms in an arithmetic sequence and series and apply to practical problems.
- Calculate terms in a geometric sequence and series and apply to practical problems.

**Measurement**
- Find sides and angles of right angled triangles.
- Apply trigonometry to navigational problems.
- Apply Pythagoras and Trigonometry to 3D.
- Use degrees and radians as units of measurement for angles.
- State angles as simple fractions of pi that correspond to 1/2 1/3 1/4 and 1/6 of a turn around the unit circle.
- Use simple circular (trigonometric) functions to model a variety of phenomena and interpret amplitude and period in these situations (primarily) using a graphical approach.
- Calculate arc lengths, areas of segment and sectors of circles.

**Working mathematically**
- Choose, use and develop mathematical models and procedures and investigate assumptions and constraints.
- Investigate situations and solve problems set in a wide range or practical, theoretical and historical contexts.
- Use Computer Algebra System (CAS) to analyse functions and carry out symbolic manipulations.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Topic Tests
- Analytical Tasks

Contributions to class discussions and completion of class work will also be considered.
PERFORMING ARTS
CERTIFICATE II IN MUSIC (CUS20109)

This Nationally accredited Certificate provides students with the knowledge and skills that will enhance their employment prospects in the music industry. The course covers a broad range of skills used in the music industry including music rehearsal and performance techniques; occupational health and safety; copyright and industry structure.

UNITS 1&2
Full year Course
Key Skills Required
The ability to play an instrument (includes voice) at a reasonable standard is essential.

UNITS OF COMPETENCY UNIT 1 & 2
CUFIND201A Develop and apply creative arts industry knowledge
BSBOHS201A Participate in OHS processes
BSBWOR203A Work effectively with others
CUFCMP301A Implement copyright arrangements
ICAU2006B Operate computing packages
CUSMPF203A Develop ensemble skills for playing or singing music
CUSMLT302A Develop and apply aural perception skills
CUSMPF204A Play music from simple written notation
CUSMPF302A Prepare for performances
CUSMLT303A Notate music
CUFIND201A Develop and apply creative arts industry knowledge

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Oral & written presentation
- Performances
- Worksheets
- Practical Demonstrations

Contributions to class discussions and completion of class work will also be considered

ASSESSMENT
The assessment involves a variety of methods including oral and written presentation, performances, worksheets, practical demonstrations and discussion. The assessment of the overall competence at this Certificate level will be undertaken by an internal assessor.
PERFORMING ARTS

MUSIC

This Unit explores performance practice and musicological development of various musical genres. Music language skills, compositional conventions and practices, and will be explored. Performance practice, aural and theory skills will be further developed.

Creating and making

Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work’s content, design, development and their aesthetic choices. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding

Students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others’ arts works communicate and challenge ideas and meaning.
PERFORMING ARTS

DRAMA PERFORMANCES

The aim of this unit is to broaden students’ awareness and understanding of contemporary theatre by focusing on this 20\textsuperscript{th} century form, including exciting plays, comedies, musicals and other major productions. Stagecraft is also explored and used by the students when acting. A visit to the theatre is included where possible.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

• Performance
• Topic Tests
• Stagecraft

Contributions to class discussions and completion of class work will also be considered.
PERFORMING ARTS

CERTIFICATE II IN LIVE PRODUCTION

Live Production, Theatre and Events (Props and Scenery) is available to those students who demonstrate potential for, and wish to acquire expertise in the technical and production aspects of the entertainment industry. The program is structured to provide skills and experience consistent with the growing needs of the entertainment industry. The skills and knowledge gained will equip graduates to find employment in the areas of theatre, film, television, exhibitions, festivals and trade presentations. Units include aspects of scenery, set and properties construction, scenic painting, metal fabrication, and technical and general drawing. Handling scenery, flying and general backstage skills of the mechanist are experienced and students are closely involved in the practical work of live production on a regular basis. A wide range of skills is explored including workshop management.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Theory
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.
PERFORMING ARTS

STAGING PLAYS

This unit is an examination of performance through practical and theoretical study. The focus is on performing and staging plays. Students will develop an understanding of the different performance requirements of staging different texts. Stagecraft, such as lighting, sound, props and costumes are also investigated. A visit to the theatre to view a play will be included where possible.

LEARNING STANDARDS

Creating and making:
- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

Exploring and responding:
- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact of arts works, forms and practices on other arts works and society in general.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Performance which includes improvisation and plays
- Workbook which includes reflection and analysis of work
- Stagecraft
- Examination

Contributions to class discussions and completion of class work will also be considered
PERFORMING ARTS

DANCE

This unit explores the conventions belonging to particular cultures and provides a basis for the development of ideas for movement and dance. It shows how people have always used dance to express their deepest emotions, create group cohesion and communicate ideas and thoughts. In this unit students will learn and experience various styles and dance forms and experiment with movement before creating their own original works. Students will develop and refine their skills in the dance making process, as well as researching other Dance Companies and Choreographers, both past and present.

LEARNING STANDARDS

Creating and making:

- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

Exploring and responding:

- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact of arts works, forms and practices on other arts works and society in general.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Performance based on a cultural style
- Alternate space performance
- Workbook
- Exploration of a dance company or choreographer
- Examination

Contributions to class discussions and completion of class work will also be considered.
PERFORMING ARTS

DANCE—VCE

UNITS 1 AND 2

Unit 1
This unit focuses on students exploring the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation process. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Unit 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are introduced to pre-1930 dance tradition/s, style/s and/or works. Students also analyse and discuss the communication of their own and other choreographers’ intentions.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

Unit 1
- Report
- Composition solo
- Group Performance
- Written Analysis
Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 2
- Report
- Solo or Group Performance
Coursework = 70% of final assessment
Examination = 30% of final assessment

Contributions to class discussions and completion of class work will also be considered
PERFORMING ARTS

DRAMA—VCE

Unit 1
Dramatic Storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. This unit also involves analysis of student performances and professional performance work.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

Unit 1
- Written Analysis
- Performance

Coursework = 80% of final assessment
Examination = 20% of final assessment

Contributions to class discussions and completion of class work will also be considered
PERFORMING ARTS

THEATRE STUDIES—VCE

Unit 1
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Stagecraft. In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students research and apply acting and other stagecraft to interpret playscripts.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

Unit 1
• Performance/Stagecraft
• Interpreting Playscripts
• Analytical Exercises
• Performance

Coursework = 70% of final assessment
Examination = 30% of final assessment

Contributions to class discussions and completion of class work will also be considered
RELIGION EDUCATION

RELIGION AND SOCIETY—VCE

Unit 1
This unit focuses on the role of religious traditions in shaping personal and group identity. It examines ways in which individuals and groups affect and change religious traditions, and are affected and changed by them. Students will study two or more religious traditions in this unit.

Unit 2
Ethics and Morality

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

Assessment across the year will include a range of tasks such as:

Unit 1
- Research Task
- Text Analysis

Coursework = 75% of final assessment
Examination  = 25% of final assessment

Unit 2
- Values Analysis
- Ethical issues Analysis
- Topic Tests

Coursework = 75% of final assessment
Examination  = 25% of final assessment

Contributions to class discussions and completion of class work will also be considered
RELIGION EDUCATION
CATHOLIC SCHOOLS YOUTH MINISTRY AUSTRALIA (CSYMA)

CSYMA aims to develop in students a sense of ministry for others. It is a course that involves a practical role as well as the opportunity to explore where they stand in relation to faith, all within a safe environment. The practical role is to do with youth ministry, the community, and leadership. Students are involved in a range of activities both within and outside the school. The course involves aspects of youth ministry such as working with peers, younger students, raising awareness of social justice and organisation of events including fundraising and liturgies.

Ideally students would choose this course for the whole year but it is possible to choose just Semester 1. Students wishing to do youth ministry in Semester 2 must complete Semester 1.

Semester 1
An Introduction to Youth Ministry
Where am I now? A look at where you stand in relation to faith and the opportunity to explore and discuss the issues surrounding teenagers today. What is Youth Ministry? Exploring how faith can be relevant in a modern world and finding ways to share that with your peers. How do I minister to others? Looking at the needs of our local and global communities and what we can do to help. This will require you to be involved in the organisation of awareness raising and fundraising events.

Semester 2 (Semester 1 must be completed)
Youth Ministry and Leadership
Students will learn about what it means to be a Christ-centred leader in contemporary society. This course will help to develop skills and techniques to be utilised within youth ministry. This will include skills in conducting dramas and skits, ice-breakers, music, multi-media and personal witness as well as leading small group discussion and activities. It will provide opportunity to further explore your faith journey and be involved in a youth ministry project either in school or the wider community. Once again, awareness raising and the organisation of fundraising activities will be a part of this course.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

Unit 1
- Completion of class notes
- Planning, facilitating and evaluating a youth ministry project
- Completion of prayer journal
- Assignment

Unit 2
- Completion of class notes
- Planning, facilitating and evaluating a youth ministry project
- Completion of prayer journal
- Assignment

Contributions to class discussions and completion of class work will also be considered.
This unit examines the place of texts and their literary forms within a religious tradition. The importance of texts at the source of a tradition is explored and how believers may find and describe meaning for the earlier and continuing tradition. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

Unit 1
- Comparative Exercise
- Classification Exercise
- Narrative Analysis

Coursework = 50% of final assessment
Examination = 50% of final assessment

Contributions to class discussions and completion of class work will also be considered
SCIENCE

ADVANCED CHEMISTRY & PHYSICS—SCW10

This unit extends on the ideas covered in the Core Science Course. It is designed to give students a head start and preview of the VCE Chemistry and Physics.

Students will build on previous knowledge of chemical principles, balancing equations and types of reactions. They will discuss the characteristics of chemicals and their development into materials. Some of the areas of investigation could include plastics, polymers, electrochemistry, detergents and pharmaceuticals. The uses of these chemicals will be related to their structures. The mole concept and its importance in chemical calculations will be introduced.

The Physics component is designed to introduce students to the language, methods and some of the ideas of Physics; in particular about electricity, forces, mass, accelerations and velocity. Students will acquire some of the practical skills necessary to investigate physical phenomena. They will make use of a variety of instruments to record and graph data. They identify trends and patterns in recorded data, form hypotheses and design experiments to test these hypotheses.

LEARNING STANDARDS

- Describe simple patterns, which determine the arrangement of elements in the Periodic Table.
- Relate the groupings of substances to their properties and the nature of their constituent particles.
- Perform chemical calculations involving the mole concept.
- Describe the relationships between force, mass and acceleration quantitatively.
- Design and carry out scientific investigations involving the control of variables.
- Describe the operation of DC, series and parallel circuits in terms of current and voltage.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

**Unit 1**
- Practical Reports
- Topic Tests
- Research Presentations
- Semester Exam

Contributions to class discussions and completion of class work will also be considered.
The Yarra Valley is a prominent farming region in Victoria and this unit takes a close look at farming production systems. Students will be given an insight into animal (agriculture), plant (horticulture) and grape (viticulture) production systems. The unit can be used as a lead into the study of VCE Agriculture and Horticulture, or as an opportunity for students to improve practical gardening skills.

**LEARNING STANDARDS**

- Describe and explain the range of factors that make up horticulture production systems;
- Explain the range of factors that have helped shape Australian agricultural and horticultural systems;
- Describe and explain the range of factors that make up agricultural production systems.

**ASSESSMENT**

Assessment across the year will include a range of tasks such as:

**Unit 1**
- Topic Test
- Practical Skills
- Research Presentations
- Semester Exam

Contributions to class discussions and completion of class work will also be considered.
Unit 1
Unity and Diversity
In this unit students examine the cell as the structural and functional unit of the whole organism and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Students explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. Students investigate technological applications and implications of bio-scientific knowledge.

Unit 2
Organisms and their environment
In this unit students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere and how these factors influence the kinds of organisms that live there. Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitat. Students also investigate what changes have taken place in selected ecosystems, how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students also investigate technologies used to monitor natural ecosystems and manage systems developed to provide resources for humans.
Unit 1
Introduction to Psychology
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology and its fields of application. Students consider influences on human behaviour. They examine the contribution classic and contemporary studies have made to the development of different psychological theories. Students analyse research methodologies associated with classic and contemporary theories, studies and models.

Unit 2
Self and Others
In this unit students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations. They will explore how a person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. They will learn what influences the formation of attitudes of individuals and behaviours of groups.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

Unit 1
• Poster
• Visual Presentation
• Topic Tests
Coursework—40% of final assessment
Examination—60% of final assessment

Unit 2
• Analysis
• Written Report
• Topic Tests
Coursework—40% of final assessment
Examination—60% of final assessment

Contributions to class discussions and completion of class work will also be considered
This unit is focused upon teaching students to manage themselves and their relations with others so that they can understand their world and act effectively in that world. This is achieved through an investigation of what it means to be an effective learner; to know your own learning style, be motivated, able to set goals, and be self-confident. Metacognitive strategies are also introduced through an investigation of how new memories are formed and enhanced by using a variety of techniques. This leads to the in-depth study of effective group working skills and leadership styles. Finally, students are introduced to mental illness and mental health promotion strategies. Throughout the unit students are introduced to the discipline specific terms, concepts and research methodology that will form an excellent foundation for effective engagement in the VCE Psychology course.

LEARNING STANDARDS

- Use psychological theory to explain basic cognitive function in the context of learning and memory
- Use psychological theory to analyse and understand group behaviour
- Explain the diagnostic symptoms of Mental Illness and understand mental health promotion strategies
- Apply basic research methodological principles
TECHNOLOGY

BUILDING SKILLS WITH WOOD

Are you interested in Building and Construction? Do you want to learn the practical skills and knowledge for DIY projects? Do you simply enjoy creating products with wood? If any of the answers are yes then this unit is for you!

As a part of this course students will have the opportunity to develop design ideas and turn them into a product. The investigation into fundamental construction joints will provide students with key skills used for DIY and in industry. Decisions will need to be made about appropriate materials, timbers and processes in the construction of timber products.

LEARNING STANDARDS

Investigating and designing:
- Prepare a design brief for a variety of client groups to satisfy their needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing:
- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and Evaluating:
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions about the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Investigating and Design: A variety of wood working joints, their uses and design folio.
- Production: A window of joints and a display cabinet.
- Analysis and Evaluation: Journal entries, evaluation of product.
- Safe working procedures.

Contributions to class discussions and completion of class work will also be considered.
CERTIFICATE II IN BUILDING & CONSTRUCTION

The Certificate II Building and Construction program provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. The Certificate II in Building and Construction provides a taste of the pre-apprenticeship program in the trade of carpentry. Students complete selected modules in Year 10, they can then choose to continue to Year 11 and complete the full Certificate only if they undertake VCAL.

LEARNING OUTCOMES
On completion of this certificate the students should be able to:

- OHS1001A Work Safety in the construction industry
- VBQM697 Workplace safety & industry induction
- VBQM698 Workplace procedures for environmental sustainability
- VBQM699 Basic first aid
- VBQM705 Levelling
- VBQM707 Safe handling of plant & power tools
- VBQM708 Workplace documents & plans
- VBQM714 Carpentry hand tools
- VBQM723 Introduction to Demolition
- PTS201A Prepare to study

ASSESSMENT

Students are assessed in relation to industry based competency criteria. For each outcome module students must demonstrate a competent level of skills. In addition to achieving a satisfactory level of skills, students must successfully complete a project on each area of study.

Contributions to class discussions and completion of class work will also be considered.
TECHNOLOGY

FASHION DESIGN
If you are interested in the fascinating world of fashion, this unit is for you.

Students will explore the fashion industry: modern fashion designers, fashion predictions for the future, fashion stylists and fashion modelling. Upon completion of the unit students will have completed a folio of design ideas and created a storyboard of their own designs. The practical skills and techniques gained will enable them to produce a variety of fashion garments that they have designed themselves, made from both recycled and emerging fabrics. The highlight of the unit is the preparing and presenting of a Fashion Parade of their practical work.

LEARNING STANDARDS

Investigating and designing
- Prepare a design brief for variety of client groups to satisfy these needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing
- Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and evaluating
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Drawing conclusions of the impact of their design on others.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

- Design Folio
- Production 1
- Production 2
- Fashion parade
- Analysis and Evaluation

Contributions to class discussions and completion of class work will also be considered
FOOD CONSUMERS

SEMESTERS 1 & 2

This unit will excite your taste buds and imagination as you create new products and become informed consumers. Now is the time for YOU to gain knowledge and experience to make wise decisions about the food you buy and prepare. Taste testing, analysing and evaluating your production activities will help you become a more confident food consumer. Topics covered include: Labelling and Packaging, Convenience foods v Fresh foods and Media, Advertising and Supermarket Psychology.

LEARNING STANDARDS

Investigating and designing:

- Prepare a design brief for a variety of client groups to satisfy their needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing:

- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and Evaluating:

- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions about the impact of their design on others.
TECHNOLOGY

FOOD FABULOUS FOOD

In this unit, students are encouraged to work independently to achieve their goals. They have the opportunity to use the design process to research, develop and produce their own products and students are expected to display an advanced level of competency in regard to research and practical skills and also a desire to extend themselves.

LEARNING STANDARDS

Investigating and designing:
- Prepare a design brief for a variety of client groups to satisfy their needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating products.

Producing:
- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and Evaluating:
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Written Activities
- Folio
- Practical Activities
- Practical Tests
- Theory Tests

Contributions to class discussions and completion of class work will also be considered.
TECHNOLOGY

GLITZ GLAMOUR—TGG10

Make a statement with the design and creation of your own formal garment/s. This unit is all about fashion, what it is, who changes it and how designers cater for our changing life style. Put this new found knowledge to the test. Learn the skills and techniques important in the construction of formal wear and experience the thrill of achieving success and the admiration of your friends and family by designing and making your own social outfit.

LEARNING STANDARDS

Investigating and designing:
• Prepare a design brief for a variety of client groups to satisfy their needs.
• Develop solutions to the design brief.
• Identify a range of criteria for evaluating their products.

Producing:
• Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
• Explain decisions about the suitability of the materials and techniques used.
• Produce a production plan with logical sequences of production stages.
• Make products and explain any modifications.

Analysing and Evaluating:
• Evaluate the finished product using the previously established criteria.
• Critically analyse the product and make appropriate suggestions for improvements.
• Draw conclusions about the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:
• Design Folio
• Production
• Analyse and Evaluation Tasks

Contributions to class discussions and completion of class work will also be considered
LEAD LIGHT & DESIGN

This course aims to develop the skills and knowledge required to construct and repair leadlight and stained glass panels.

LEARNING STANDARDS

- Select and safely use tools, equipment and machines to make a lead lighting product.
- Develop skills in the production techniques of lead lighting and stained glass panels.
- Report on the outcomes of the design and production of the lead lighting panels and the recommendations for improvements.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Tools & Equipment
- Production Techniques
- Health & Safety issues
- Outcome of Design & Production
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.
TECHNOLOGY

SYSTEMS ENGINEERING—VCE

Unit 1

Mechanical Engineering Fundamentals

In this unit, students study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. The unit allows for a ‘hands-on’ approach, as students apply their knowledge and construct functional systems. These systems can be purely mechanical or have some level of integration with electrotech systems.

Learning standards

Outcome 1: Fundamentals of mechanical technological systems
Outcome 2: Applied design and technological processes
Outcome 3: Analysing a technological system in society

ASSESSMENT

Assessment across the unit will include a range of tasks such as:

- Written Report
- Design & Practical Assembly including Documentation, Diagnostics & Evaluation

Coursework = 80% of final assessment
Examination = 20% of final assessment

Contributions to class discussions and completion of class work will also be considered
TECHNOLOGY

CERTIFICATE II IN HOSPITALITY (Kitchen Operations)

This course is run on and off campus and provides students with the skills and knowledge required to access and increase awareness of the different industry sectors and relevant industry legislation. Students will also be required to complete a number of days work in the industry. Students complete selected modules in Year 10, they can then choose to continue in year 11 in order to complete the full Certificate.

AREAS OF STUDY
Kitchen Operations

LEARNING OUTCOMES
On completion of this certificate the students should be able to:

- SITXCOM001A  Work with Colleagues & Customers
- SITXCOM002A  Work in a Socially Diverse Environment
- SITXOHS001B  Follow Health, Safety & Security Procedures
- SITHIND001A  Develop and Update Hospitality Industry Knowledge
- SITXOHS002A  Follow Workplace Hygiene Procedures
- SITHCCC005A  Use Basic Methods of Cookery
- SITHCCC001B  Organise & Prepare Food
- SITHCCC002A  Present Food
- SITHCCC004B  Clean and Maintain Kitchen Premises
- SITHCCC003B  Receive and store Kitchen supplies

ASSESSMENT

Students are assessed in relation to industry based competency criteria. For each outcome module students must demonstrate a competent level of skills. In addition to achieving a satisfactory level of skills, students must successfully complete a range of written tasks for each outcome.

Students will be required to complete 70 hours of Structured Workplace Learning in an industry setting.
VCAL

PERSONAL DEVELOPMENT SKILLS

This is an integrated unit that develops life and work skills in the context of real life problem solving. This includes the development of skills, knowledge and attitudes that lead towards the development of good leadership qualities, the improvement of teamwork habits, and the enhancement of communication skills. The key focus this semester is a negotiated self-directed learning project.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Projects
- Event Management or Presentation
- Evidence Folio

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS

ART PHOTOGRAPHY (PART 1—INTRODUCTION)

This unit is designed for students who have not previously studied photography. Students develop basic photographic skills enabling them to produce a folio of traditional black and white photographic works. They learn how to operate an SLR camera and about practices within the darkroom. Using this knowledge they conduct their own photo-shoots, develop their own negatives and produce their own photographs. Students will explore a range of drawing techniques in a variety of styles, using diverse media to develop skill in the production of hand drawn artworks.

LEARNING STANDARDS

- Develop skills in Photography and Drawing.
- Make and present artworks that explore themes, ideas and artists’ styles.
- Analyse and interpret structure, content and aesthetic quality of selected artworks.
- Appreciate the characteristics and role of art in different cultural contexts.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of Photographs
- Folio of Drawings
- Analysis of Artworks
- Examination

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS

ART PHOTOGRAPHY (PART 2—ADVANCED)

This unit is designed for students who have previously studied photography. Students will experience extension skills developed in photography. Presumed knowledge will include film processing that will enable students to work on a series of photographs, compositional structures and printing techniques to produce a folio of photographic images.

LEARNING STANDARDS

- Develop skills in Photography and Silk Screen Printing.
- Make and present artworks that explore Photography and Silkscreen Printing.
- Analyse and interpret structure, content and aesthetic quality of selected artworks.
- Appreciate the characteristics and role of art in different cultural contexts

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of Photographic Artwork
- Analysis of Artworks
- Examination

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS

ART—DRAWING, PAINTING & PRINTMAKING

In this course students learn to apply and manipulate a variety of media through investigating drawing, painting and printmaking to develop their own skills and styles. They observe art works that have been produced by famous artists to gain an understanding of the aesthetics they can achieve in their own works. This course is recommended for students who want to continue to study Art or Studio Arts at VCE level.

LEARNING STANDARDS

- Develop skill in the use of different media.
- Make and present artworks that explore portraiture.
- Analyse and interpret structure and aesthetic qualities of portraits by famous artists.
- Appreciate the characteristics and role of art.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Drawing Folio
- Painting Folio
- Printing Folio
- Research Task
- Examination

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS

ART—DRAWING, PAINTING & SCULPTURE

In this course students will use a range of art mediums, such as charcoal, ink, oil and chalk pastels, acrylic paint on canvas and stone to develop compelling art works. Throughout the semester, students learn about figurative and abstract sculpture. They observe the works of artists from different times, cultures and locations to inspire their own art production. They gain technical skills in working with a range of sculptural mediums including stone, wire and plaster to produce a range of drawing, painting and sculptural artworks.

LEARNING STANDARDS

- Develop skills drawing, painting and sculpture.
- Make and present artworks that explore traditional and contemporary ideas.
- Analyse and interpret artworks

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Drawing Folio
- Painting Folio
- Sculpture Folio
- Research Task
- Examination

Contributions to class discussions and completion of class work will also be considered
VISUAL ARTS

MEDIA—ANIMATION

This course is for students interested in producing and analysing animation. This course introduces students to the variety of forms of animation available today, and the fundamental principles behind all good animation. Differences between animation and other filmmaking techniques such as live action film and video will be analysed. Storytelling, plot development, and creating action sequences will be explored as students work towards producing their own animations using a variety of techniques including, hand drawn, stop motion and Adobe Flash. Theory work studying the history of animation will also be involved. This course is highly recommended for students who wish to continue to study Media at VCE level.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Homework Drawings
- Introduction to Animation
- Photoshop Animation
- Major Stop Motion Task
- Analysis of Animation

Contributions to class discussions and completion of class work will also be considered

LEARNING STANDARDS

- Develop skills in the use and understanding of animation techniques.
- Develop skills in the application of technologies to the art of Animation.
- Analyse and interpret the historical/cultural/social impact animation in society.
- Make and present an ensemble production, which explores the animation genre.
VISUAL ARTS

MEDIA—FILM MAKING

Students will analyse films and filmic techniques employed by directors. They will then storyboard, script and film their work using video cameras and equipment as an ensemble task. The film will be edited and shown.

Students will develop an understanding of the persuasive techniques employed by the media including the codes and conventions of Hollywood film. Students will develop an understanding of the history and development of film. This course will lay the foundations for the study of Media for VCE and is recommended for students who wish to study Media at VCE level.

LEARNING STANDARDS

- Develop skills in the use and understanding of media.
- Develop skills in the application of technologies to the art of film
- Analyse and interpret the historical/cultural/social impact of the media in society.
- Make and present an ensemble production, which explores a film genre.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Homework Drawings
- Getting to know your Camera
- Music Video Editing
- Analysis of Horror Film
- Horror Film Production

Contributions to class discussions and completion of class work will also be considered
VISUAL ARTS

INTERACTIVE DIGITAL MEDIA

This course is for students who are interested in Website Design, Interactive Graphics and computer generated animation. The course will involve designing on paper, through to the use of digital camera, scanners and software, such as Adobe Photoshop, Illustrator and Flash and Dreamweaver. Students will create motion graphics, animations and interactive web pages.

LEARNING STANDARDS

- Make and present visual communications that explore themes, issues and ideas.
- Use the design process to develop and present visual communications appropriate to a design brief.
- Develop technological skills required to produce graphic design works.
- Analyse and evaluate the purpose and content of visual communications.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Photoshop Task
- Illustrator Task
- Animation in Flash
- Homework Drawing tasks
- Design Theory and Analysis

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS

PRODUCT DESIGN & ARCHITECTURE

This unit is for students interested in Product Design and Architecture. Students will work on a range of design tasks from small three-dimensional objects such as chairs, tables, electronic gadgets, shoes, and lamps, to houses, bridges, and office buildings. Students follow the design process to creatively solve visual problems in response to a brief in each unit. Skills developed include drawing and technical drawing, rendering and model making. Theory work focuses students on analysing major designers and design movements from the 20th Century. This course is highly recommended for students who wish to continue to study Visual Communication & Design at VCE level.

LEARNING STANDARDS

- Use the design process to develop and present visual communications appropriate to a brief.
- Develop skills appropriate to the design industry to produce product and architectural design works.
- Analyse and evaluate the form and function of Design works.
- Analyse the characteristics of past design works within a social/cultural context.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Product Design Folio
- Architectural Design Folio
- Analysis of design works and design movements.
- Examination

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS

VISUAL COMMUNICATIONS GRAPHIC DESIGN

This unit focuses on Graphic Design. Which covers all 2D design work for screen and print media. Students follow the design process to creatively solve visual problems in response to a brief in each unit. Tasks include designing Logos, signage, advertisements for magazines and billboards and packaging designs. Skills developed include drawing and technical drawing, rendering and working with graphic design software such as Adobe Illustrator and Adobe Photoshop. Theory work focuses students on analysing major designers and design movements from the 20th Century. This course is highly recommended for students who wish to continue to study Visual Communication & Design at VCE level.

LEARNING STANDARDS

- Use the design process to develop and present visual communications appropriate to a brief.
- Develop skills appropriate to the design industry to produce graphic, product and architectural design works.
- Analyse and evaluate the purpose and content of visual communications
- Analyse the characteristics of past design works within a social/cultural context.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio for Work
- Analysis
- Visual Diary
- Observational Homework Drawings
- Semester Examinations

Contributions to class discussions and completion of class work will also be considered
VISUAL ARTS

ART - VCE

UNIT 1

This course is for students who are very interested in creating and making their own art works but who also enjoy studying art history and contemporary art. The difference between this course and Studio Art, is that this course has a slightly higher weighting on studying and writing about artworks, artists and art movements.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

Unit 1

• Folio of Visual Solutions
• Visual Report

Coursework = 75% of final assessment
Examination = 25% of final assessment

Contributions to class discussions and completion of class work will also be considered
VISUAL ARTS

VISUAL COMMUNICATION DESIGN— VCE

UNIT 1

This course is for students who are interested in Graphic Design, Product(Industrial) Design, and Architecture. Working to solve problems in a creative way in response to a brief is central to this course. Students will be taught the design process which is a system which aids each student to develop their creative potential. Students refine their sense of visual aesthetics while balancing the functional role each design piece must fulfil. Students may design works such as logos, packaging design, signage, advertisements for print, furniture, interiors, homes and small structures.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

Unit 1
- Instrumental Drawings
- Folio Drawings
- Drawing from observation & rendering
- Design Brief
- Written Reports

Coursework = 80% of final assessment
Examination = 20% of final assessment

Contributions to class discussions and completion of class work will also be considered
**YEAR 10 ELECTIVE OFFERINGS FOR 2014**

- Students are to choose a subject from 3 different groups per Semester. A total of 6 units must be selected. Students must make a selection from Group 1 in *either* Semester 1 or Semester 2. Please select 2 reserve subjects.
- Year 10 elective units are stand-alone classes. If your selected unit of study has insufficient student numbers to operate your reserve units will be used.
- Students must gain prior approval from the Learning Coordinator to undertake subjects in Group 6. Minimum standards must have been achieved for entry into Group 4.

<table>
<thead>
<tr>
<th><strong>SEMESTER BASED SUBJECTS</strong></th>
<th><strong>FULL YEAR SUBJECTS</strong></th>
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<tbody>
<tr>
<td><strong>Group 1</strong></td>
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<td>Music (VCE Units 1 &amp; 2)</td>
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*Note: to be held on a Wednesday afternoon*
### SEMESTER BASED SUBJECTS

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<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
<th>Group 7</th>
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<td>Student selects ONE Semester Unit</td>
<td>Student selects ONE Semester Unit</td>
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<td>Student continues with:</td>
<td>Student continues with:</td>
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<td>Nutrition for the Athlete</td>
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### FULL YEAR SUBJECTS

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**NB:** FOLLOW ON UNIT MIX WILL BE OFFERED IN YEAR 11.

**NB:** FOLLOW ON UNIT 3/4 SEQUENCE WILL BE OFFERED IN YEAR 11.
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| Year 10 | Year 11 | Year 12 |
VCE STUDIES PROPOSED ADDITIONAL LEVIES

Please note subjects listed below incur an additional levy as shown

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(Please note Fees for VET Studies are covered by the College and these Levies are for materials only)