Mount Lilydale Mercy College

Guide to Courses 2012
CONTENTS

SUMMARY TABLE

CURRICULUM PROGRAM

CORE UNITS

ELECTIVE UNITS

Group 1 Units

English Faculty

Humanities Faculty

Information Technology Faculty

LOTE Faculty

Health & PE Faculty

Performing Arts Faculty

Religious Education Faculty

Science Faculty

Technology Faculty

Visual Arts Faculty

VCAL
**YEAR 10 ELECTIVE OFFERINGS FOR 2012**

- Students are to choose a subject from 3 groups per Semester. Selections are to be from the same Groups each Semester. Students cannot select the same subjects in both Semesters. Students also need to select two reserve units from the same groups. (Students must make a selection from Group 1 in both Semesters unless selecting Accounting and Economics in Group 4)
- 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.

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<th><strong>SEMESTER 1</strong></th>
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<td><strong>Year 10 electives</strong></td>
<td>Financial Awareness</td>
<td>IT: Business Applications</td>
<td>IT: Programming</td>
<td>Information Technology VCE Unit 1</td>
<td>LOTE: Japanese LOTE: Italian</td>
<td>Information Technology VCE Unit 1</td>
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<tr>
<td></td>
<td>Industry &amp; Enterprise</td>
<td>Specialist Maths</td>
<td>Amazing Body</td>
<td>Physical Education VCE Unit 1</td>
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<td>Physical Education VCE Unit 1</td>
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<td></td>
<td>VCE Unit 1</td>
<td>Nutrition for the Athlete</td>
<td>Contemporary Health</td>
<td>Accounting VCE Unit 1</td>
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<td>Maths for Life</td>
<td>Personal Training</td>
<td>Outdoor Education</td>
<td>VCE Unit 1</td>
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<td>Legal Studies VCE Unit 1</td>
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<td>Psychology In Action</td>
<td>Advanced Chemistry &amp; Physics</td>
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<td>Business Management VCE Unit 1</td>
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<td></td>
<td>Agriculture, Horticulture &amp; Viticulture</td>
<td>Dance</td>
<td>Drama VCE Unit 2</td>
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<td>English Language VCE Unit 1</td>
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<td></td>
<td>Staging Plays</td>
<td>Literature</td>
<td>Visual Communications VCE Unit 1</td>
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<td>Religion &amp; Society VCE Unit 1</td>
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<td>Drama Performances</td>
<td>Public Speaking</td>
<td>Personal Development Skills VCAL Unit 1</td>
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<td>Text &amp; Traditions VCE Unit 1</td>
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<td>Glitz &amp; Glamour</td>
<td>Accessorise</td>
<td>Work Related Skills VCAL Unit 1</td>
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<td>Dance VCE Unit 1*</td>
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<td>Lead Light &amp; Design</td>
<td>Food Fabulous Food</td>
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<td>*to be held on a Wednesday afternoon</td>
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<td>Food Consumer</td>
<td>Building Skills with Wood</td>
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<td>Art: Drawing, Painting &amp; Printmaking</td>
<td>Visual Communications &amp; Graphic Design</td>
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<td>Multimedia</td>
<td>Art &amp; Photography (Advanced Part 2)</td>
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<td>Introduction to Art &amp; Photography (Part 1)</td>
<td>Art: Drawing, Painting &amp; Sculpture</td>
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<td>Product Design &amp; Architecture</td>
<td>Media: Animation</td>
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<td>Media: Film Making</td>
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<td>SEMESTER 2</td>
<td>Group 1</td>
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<td><strong>Financial Awareness</strong></td>
<td><strong>IT: Programming</strong></td>
<td><strong>IT: Business Applications</strong></td>
<td><strong>Health &amp; Human Development VCE Unit 1</strong></td>
<td><strong>LOTE: Japanese</strong></td>
<td><strong>Information Technology VCE Unit 2</strong></td>
<td><strong>Certificate II in Outdoor Recreation</strong></td>
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<td><strong>Industry &amp; Enterprise VCE Unit 1</strong></td>
<td><strong>Amazing Body</strong></td>
<td><strong>Specialist Maths</strong></td>
<td><strong>Economics VCE Unit 1</strong></td>
<td><strong>LOTE: Italian</strong></td>
<td><strong>Physical Education VCE Unit 2</strong></td>
<td><strong>Certificate II in Hospitality - selected Units of Competency</strong></td>
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<td><strong>Maths for Life</strong></td>
<td><strong>Contemporary Health</strong></td>
<td><strong>Nutrition for the Athlete</strong></td>
<td><strong>Politics VCE Unit 1</strong></td>
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<td><strong>Biology VCE Unit 2</strong></td>
<td><strong>Certificate II in Building &amp; Construction - selected Units of Competency</strong></td>
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<td></td>
<td><strong>Outdoor Education</strong></td>
<td><strong>Personal Training</strong></td>
<td><strong>Legal Studies VCE Unit 1</strong></td>
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<td><strong>Psychology VCE Unit 2</strong></td>
<td><strong>Certificate II in Live Production - selected Units of Competency</strong></td>
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<td>Advanced Chemistry &amp; Physics</td>
<td><strong>Agriculture, Horticulture &amp; Viticulture</strong></td>
<td><strong>Applied History VCE Unit 1</strong></td>
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<td><strong>Legal Studies VCE Unit 2</strong></td>
<td><strong>Certificate II in Music</strong></td>
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<td>Dance</td>
<td><strong>Staging Plays</strong></td>
<td><strong>Theatre Studies VCE Unit 1</strong></td>
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<td><strong>Business Management VCE Unit 2</strong></td>
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<td><strong>Drama Performances</strong></td>
<td><strong>Systems Engineering VCE Unit 1</strong></td>
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<td>Public Speaking</td>
<td><strong>Glitz &amp; Glamour</strong></td>
<td><strong>Art VCE Unit 1</strong></td>
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<td><strong>Religion &amp; Society VCE Unit 2</strong></td>
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<td>Food Fabulous Food</td>
<td><strong>Food Consumer</strong></td>
<td><strong>Work Related Skills VCAL Unit 1</strong></td>
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<td>Furnish Your Future</td>
<td><strong>Art: Drawing, Painting &amp; Printmaking</strong></td>
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<td><strong>NB: FOLLOW ON UNIT 3/4 SEQUENCE WILL BE OFFERED IN YEAR 11</strong></td>
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CURRICULUM PROGRAM

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>Mathematics</th>
<th>Technology</th>
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<tr>
<td>English</td>
<td>Performing Arts</td>
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<td>Health &amp; PE</td>
<td>Science</td>
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<td>LOTE</td>
<td>Humanities</td>
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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.

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, a letter will be sent to parents communicating that a one week extension has been granted. 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 will be considered eligible for Special Provision if their work is adversely affected due to serious illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Year 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 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 Year 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 consideration may apply.

**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 (this is in addition to the minimum ten hours).

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.
Subject selection to be completed Online and one copy of the Subject Selection Confirmation Sheet is to be returned to your Homeroom Teacher.

*Completion and submission of subject selection forms does not imply satisfactory completion of Year 9 and promotion to Year 10.*
CORE CURRICULUM

All Year 10 students will undertake Core Curriculum subjects for the full academic year.

RELIGIOUS EDUCATION - RED10

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.

SEMESTER 1
1. Jesus and the Gospel of Mark
2. Personal Moral responsibility

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

ASSESSMENT
Assessment across the year will include a range of tasks such as folio work, research tasks, film analysis, scriptural analysis, presentations, group work and examinations. Contributions to class discussions and completion of class work will also be considered.

SEMESTER 2
1. Marriage
2. Ancient & Indigenous Religions
3. Living Justly

LEARNING STANDARDS
1. Examine the development, structure and significance of the Sacrament of Marriage
2. Describe the religious response of Ancient and Indigenous peoples and cultures.
3. 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 and examinations. Contributions to class discussions and completion of class work will also be considered.
Effective participation in Australian Society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. Students have different social and cultural backgrounds. This study recognises and values this diversity and seeks to foster self-esteem in all students. As learners they begin to see themselves as young adults and independent thinkers who will use formal methods of enquiry to apply learning to the world outside school.

**SEMESTERS 1 and 2**

**LEARNING STANDARDS**

**Reading**
1. Read, view, analyse and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives.
2. Read, view, analyse and discuss informative texts such as current affairs and news articles, features, editorials, documentaries and reviews.
3. Identify the multiple purposes for which texts are created.
4. Explain how texts are shaped by the time, place and cultural setting in which they are created.
5. Compare and contrast the typical features of particular texts.
6. Synthesise information from different texts to draw conclusions.

**Writing**
1. Write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution.
2. Write argumentative texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues.
3. Select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information.
4. Compose a range of other texts, such as feature articles or web pages.
5. Plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.

**Speaking and Listening**
1. Analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations.
2. When engaged in discussion, compare ideas, build on others’ ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue.
3. In presentations, make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.
4. Draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

**ASSESSMENT**
1. Oral Presentations
2. Text Responses
3. Language analysis tasks
4. Creative Writing Tasks
5. Semester Examination
This course focuses on two strands of Humanities: Geography and History. History gives students the opportunity to learn about key events, ideologies and social and cultural movements that have shaped the contemporary world. Geography is about the interaction of human activities with the natural environment.

### GEOGRAPHY STRAND

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

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

#### ASSESSMENT TASKS

Tasks will consist of research task, annotated visual display and mapping task.

### HISTORY STRAND

All year 10 students complete one semester of History either in first or second semester. There will be a focus on key events, ideologies and social and cultural movements that have shaped the contemporary world. Some of the course will focus on World Wars, revolutions, the Cold War and post War conflicts. An emphasis will be placed on the global world today and the influence of history or contemporary issues. A major part focuses on the impact of events in the 20th Century on Australia.

#### LEARNING STANDARDS

1. Demonstrate understanding of key ideologies and explain their influence on contemporary society
2. Identify, comprehend and evaluate a range of primary and secondary sources to support an argument
3. Analyse significant events and the impact they had on the contemporary society.

#### ASSESSMENT TASKS

Tasks will consist of Essay writing, visual analysis, research tasks and a document study.
The results achieved by a student during Semester 2 of Year 9 mathematics will be the main source of a teacher’s recommendation for which level of Mathematics the student will undertake in Year 10. There are 3 levels: Pathways Mathematics, Core Mathematics and General Mathematics. The students in Core Mathematics and General Mathematics will study the same topics in Term 1 to allow some movement between these classes if the teacher makes such a recommendation. The students in Core Mathematics and General Mathematics will study different topics in Semester 2. The General Mathematics students will study topics which will prepare them for General Mathematics Further in Year 11. The Core students will study topics which will prepare them for Mathematical Methods and/or Specialist Mathematics in Year 11. The students in the Pathways classes will study topics which will prepare them for Foundation Mathematics in Year 11. Please note that Foundation Mathematics does not lead to a Mathematics Course in Year 12.

**SEMESTER 1**

This course will cover the dimensions of structure, number, measurement, chance and data and working mathematically towards and beyond the level 6 standards of the Essential Learning Standards.

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<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>1. <strong>Structure</strong></td>
<td>1. Algebra and Equations - Classwork and Test</td>
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<tr>
<td>• Rearrange, simplify and verify equivalence of linear algebraic expressions.</td>
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<td>• Identify linear and reciprocal functions by table, rule and graph with consideration of domain and range.</td>
<td>2. Linear Graphs - Classwork and Test</td>
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<tr>
<td>• Solve simultaneous equations in two variables algebraically, numerically and graphically.</td>
<td>3. Measurement - Classwork and Test</td>
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<td>2. <strong>Number</strong></td>
<td>4. Working mathematically – Analysis</td>
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<tr>
<td>• Division and multiplication of numbers in index form, including application to scientific notation.</td>
<td>5. End of Semester Exam</td>
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<td>• Knowledge of equivalence of fractions and negative index form.</td>
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<td>3. <strong>Measurement Chance and Data</strong></td>
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<tr>
<td>• Estimate and measure characteristics of length, area, volume, capacity, angle, time, temperature, probability, and constant rate of change.</td>
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<td>• Choose real numbers to describe the size of measurements.</td>
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<tr>
<td>• Interpret and use mensuration formulas for perimeter, area, surface area and volume of two and three dimensional shapes and composites of these shapes.</td>
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<td>4. <strong>Working Mathematically</strong></td>
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<tr>
<td>• Abstract common and distinctive patterns from mathematical situations.</td>
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<tr>
<td>• Investigate situations and solve problems.</td>
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</table>
This course will cover the dimensions of number, measurement, chance and data and working mathematically towards and beyond the level 6 standards of the Essential Learning Standards. The students will study topics that will lead to General Mathematics Further in Year 11.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>1. Measurement, Chance and Data</strong></td>
<td><strong>1. Trigonometry - Classwork and Test</strong></td>
</tr>
<tr>
<td>• Use of trigonometric ratios to calculate unknown sides in a right angled triangle.</td>
<td><strong>2. Variation - Classwork and Test</strong></td>
</tr>
<tr>
<td>• Calculation of unknown angle in a right angled triangle using trigonometric ratios.</td>
<td><strong>4. Working Mathematically – Analysis Task</strong></td>
</tr>
<tr>
<td>• Estimate and measure characteristics of length, area, volume and capacity.</td>
<td><strong>5. Financial Mathematics</strong></td>
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<tr>
<td><strong>2. Number</strong></td>
<td><strong>6. Semester Exam</strong></td>
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<tr>
<td>• Solution of proportion problems using real numbers.</td>
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<td>• Use of inverse operations to rearrange formulas to change the subject of the formula.</td>
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<td>• Carry out arithmetic computations involving natural numbers, integers and finite decimals using mental and/or written algorithms.</td>
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# SEMESTER TWO

This course will cover the dimensions of structure, number, measurement, chance and data, space and working mathematically towards and beyond the level 6 standards of the Essential Learning Standards. The students will study topics that will lead to Mathematics Methods in Year 11.

## LEARNING STANDARDS

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>1. Structure</strong></td>
<td>• Rearrange, simplify and verify equivalence of square algebraic expressions.</td>
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<td></td>
<td>• Identify and represent quadratic functions by table, rule and graph.</td>
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<tr>
<td></td>
<td>• Solve quadratic equations.</td>
</tr>
<tr>
<td><strong>2. Number</strong></td>
<td>• Comprehend the set of real numbers.</td>
</tr>
<tr>
<td></td>
<td>• Carry out accurate arithmetic computations involving real numbers including exact ones involving fractions and square root.</td>
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<tr>
<td></td>
<td>• Use appropriate estimates to evaluate the reasonableness of the solutions.</td>
</tr>
<tr>
<td></td>
<td>• Comprehend that irrational numbers have infinite non-terminating decimal forms and specify rational approximations for these correct to a required decimal place accuracy.</td>
</tr>
<tr>
<td><strong>4. Working Mathematically</strong></td>
<td>• Abstract common and distinctive patterns from mathematical situations.</td>
</tr>
<tr>
<td></td>
<td>• Investigate situations and solve problems.</td>
</tr>
</tbody>
</table>

## ASSESSMENT

1. Quadratic Equations - Classwork and Test
2. Quadratic Graphing - Classwork and Test
3. Exponential Functions - Classwork and Test
4. Indices and Surds – Classwork and Test
5. Working Mathematically - Analysis Tasks
6. Semester Exams
Units 1 & 2 provide for continuing mathematical development of students who do not intend to undertake Units 3 & 4 studies in VCE Mathematics. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal, work and study.

**UNIT 1**
This unit provides a review of mathematics principles and develops student’s ability to investigate real life situations using their understanding of mathematics.

### AREAS OF STUDY
1. Patterns in Number
2. Measurement and Design
3. Handling data

### LEARNING OUTCOMES
On the completion of this unit students should be able to:
1. Define and explain key concepts;
2. Analyse and discuss mathematical processes in application tasks;
3. Use technology to carry out investigations or modelling tasks.

### ASSESSMENT
Coursework = 60% of the final assessment
1. Maths Skills
2. Car Safety
3. Finance
4. Water wise
5. Investigation
6. Exam

End of semester examination = 40% of the final assessment

---

**UNIT 2**
This unit further develops the skills learnt in Unit 1. Real life situations involving mathematics are explored and technology is used to represent data.

### AREAS OF STUDY
1. Patterns in Number
2. Probability (Chance)
3. Measurement and Design
4. Handling Data

### LEARNING OUTCOMES
On the completion of this unit students should be able to:
1. Define and explain key concepts;
2. Analyse and discuss mathematical processes in application tasks;
3. Use technology to carry out investigations or modelling tasks.

### ASSESSMENT
Coursework = 60% of the final assessment
1. Travelling
2. The house & land package
3. Sport
4. A Musical Production
5. Investigation
6. Exam

End of semester examination = 40% of the final assessment

---

**EQUIPMENT / SPECIAL REQUIREMENTS**
Calculator
Students will be investigating a range of Science topics as well as applications of Science. They will also look at the way in which Science is portrayed in the mass media.

**SEMESTER 1**

Students will develop a qualitative and quantitative understanding of the relationships between force, mass and movement (Physics). They will also focus on topics relating to Diseases (Biology). Students will plan and conduct a scientific investigation.

### LEARNING STANDARDS
1. Develop an understanding of the relationship between force, mass and movement.
2. Explain how similarities in the chemical behaviour of elements and their compounds and their atomic structure are represented in the way the Periodic Table has been constructed;
3. Plan and conduct investigations in order to argue the validity or otherwise of their own hypotheses and evaluate the appropriateness of the experimental design and methodology used to investigate predictions;
4. Understand treatment and causes of diseases
5. Understand that the features of science as a way of knowing, lead to it being: empirical and non-empirical, creative and methodical, and speculative and logical.

### ASSESSMENT
1. Research Presentation
2. Practical reports
3. Topic tests
4. Semester Examination

**SEMESTER 2**

Students will explore the chemical behaviour of elements as well as learn to write balanced chemical equations. They will explore topics relating to Genetic Inheritance and Evolution (Biology).

### LEARNING STANDARDS
1. Explain the behaviour and properties of materials in terms of their constituent particles and the forces holding them together.
2. Use atomic symbols and balanced chemical equations to summarise chemical reactions
3. Analyse necessities for survival of living things.
4. Explain inheritance of characteristics
5. Evaluate theories for diversity of life forms
6. Report on chemical investigations
7. Understand common chemical processes

### ASSESSMENT
1. Research Presentation
2. Practical reports
3. Topic tests
4. Semester Examination
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.

<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:**
- Self Defence
- Indoor Sports
- Fun and Games
- Dance
- Fitness
- Snooker

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

ENGLISH LANGUAGE

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.

### LANGUAGE AND COMMUNICATION

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Outcome 1: The nature and functions of language** | Course work will constitute 60% of assessment and tasks are selected from the following:  
  • a test  
  • an essay  
  • short-answer questions  
  • a written or an oral analysis of data  
  • an analysis of spoken and/or written text  
  A semester Exam. |
| **Outcome 2: Language acquisition** | Course work will constitute 60% of assessment and tasks are selected from the following:  
  • a test  
  • an essay  
  • short-answer questions  
  • an analysis of spoken and/or written text  
  A semester Exam |

### Areas of Study

**Outcome 1: English Across Time**  
On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.

**Outcome 2: Englishes in Contact**  
On completion of this unit the student should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.
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
1. Listen to and produce a range of spoken texts to examine different perspectives on themes and issues.
2. Evaluate strategies used by others to enhance presentation of spoken texts and select and use them appropriately.

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

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

### ASSESSMENT
1. Literary Responses
2. Writing Folio
3. Examination
Everyone needs to be able to speak with confidence. Autocratic, authoritarian schools and workplaces are a thing of the past. Hence life is not easy for those who cannot be heard or who cannot listen. This unit aims to teach and develop skills in speaking and listening – for many different occasions in life. In particular, this unit emphasises strategies for oral presentations in English, and in other subjects, for forthcoming years, thus ensuring that students become confident, competent public speakers.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td>1. Oral Presentations</td>
</tr>
<tr>
<td>1. Listen to and produce a range of spoken texts to examine different perspectives on themes and issues</td>
<td>2. Text Study</td>
</tr>
<tr>
<td>2. Evaluate strategies used by others to enhance presentation of spoken texts and select and use them appropriately.</td>
<td>3. Issues Study</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>4. Writing Folio</td>
</tr>
<tr>
<td>1. Read a range of texts and use them to discuss different perspectives on themes and issues</td>
<td>5. Examination</td>
</tr>
<tr>
<td>2. Explain the way texts are shaped by the time, place and cultural setting in which they are created.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>1. Use a range of text types to convey information and discuss different perspectives on themes and issues.</td>
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<td>2. Identify the characteristics and expectations of particular audiences and accommodate or resist these expectations when writing.</td>
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</tr>
<tr>
<td>3. Use a range of strategies to plan, compose, revise and edit texts that discuss different perspectives on themes and issues.</td>
<td></td>
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</tbody>
</table>
HUMANITIES

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
1. 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;
2. Analyse how goods and services are produced and how markets work;
3. 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;
4. 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.

ASSESSMENT
A variety of tasks including some of the following:
1. Tests
2. Assignment
3. Essay
4. Case Studies

INDUSTRY & ENTERPRISE

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
AREAS OF STUDY
1. Work and my future
2. Work and my skills
3. The workplace

ASSESSMENT
Assessment tasks for this unit are varied:
1. career investigation;
2. career profile;
3. skills portfolio;
4. workplace investigation;
5. workplace learning diary;
6. workplace learning report.
This course will cover the dimensions of Number, Measurement and Working Mathematically. Students will be given the opportunity to use technology and to solve analytical problems.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| **1. Basic Financial Skills**  
  - Percentage Charge.  
  - Simple Interest and Compound Interest.  
  - Depreciation.  
  - Hire Purchase.  
  - GST.  
  - Currency Conversion  
**2. Linear Programming**  
  - Linear inequalities in one variable.  
  - Linear inequalities in two variables.  
  - Break-even Analysis  
  - Linear programming applications to Business  
**3. Financial Projects**  
  - Hotels.  
  - Clever Shopping.  
  - Share market.  
  - Buying a car  
  - Dollars and Sense  
**4. Working Mathematically**  
  - Mobile phone project.  
  - The Rich get richer.  
  - Financial skills – test and classwork  
  - Linear Programming – test and classwork  
  - Financial Project  
  - Working Mathematically – 2 Analysis tasks |
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.

AREAS OF STUDY
1. Going into business
2. Reporting financial data and reporting accounting information

LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

ASSESSMENT
Coursework = 70% of the final assessment

Outcome 1: Topic test
Outcome 2: Topic tests
Single entry accounting exercise using ICT
Outcome 3: Topic test
End of semester examination
UNIT 1: SMALL BUSINESS MANAGEMENT
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

**AREAS OF STUDY**
1. Introducing Business
2. Small business decision-making, planning and evaluation
3. Day-to-day operations

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
1. Explain a set of generic business characteristics and apply them to a range of businesses.
2. Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business;
3. Discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation

**ASSESSMENT**
Coursework = 70% of the final assessment
Outcome 1: Direct Contact Assignment
Outcome 2: Test
Outcome 3: Small Business Assignment
Outcome 3: Test
End of semester

UNIT 2: COMMUNICATION & MANAGEMENT
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

**AREAS OF STUDY**
1. Communication in business
2. Managing the marketing function
3. Managing the public relations function

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
1. Explain, apply and justify a range of effective communication methods used in business-related situations.
2. Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
3. Apply public relations strategies to business related situations and analyse their effectiveness.

**ASSESSMENT**
Coursework = 70% of the final assessment
Outcome 1: Communication Assignment
Outcome 2: Test – Marketing
Outcome 3: Test – Public Relations
End of semester examination
ECONOMICS UNIT 1

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 judgements. 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 & 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.

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Market system</td>
<td>Coursework = 70% of the final assessment</td>
</tr>
<tr>
<td>2. Economic Issues and the Australian Economy</td>
<td>Outcome 1: Major Economic Investigation/Report</td>
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<td>The Market System Test</td>
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<td>Outcome 2: Population, Employment &amp; Environment Test</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>Outcomes 1 &amp; 2: Applied Economics Exercises</td>
</tr>
<tr>
<td>On completion of this unit the student should be</td>
<td>End of semester examination</td>
</tr>
<tr>
<td>able to:</td>
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<tr>
<td>1. Explain the role of markets in the Australian</td>
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<tr>
<td>economy, how markets operate to meet the needs</td>
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<tr>
<td>and wants of its citizens, and apply economic</td>
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<tr>
<td>decision making to current economic problems.</td>
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<td>2. Describe the nature of economic growth and</td>
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<td>sustainable development and one other contemporary</td>
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<td>economic issue, explain how these issues are</td>
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<td>affected by the actions of economic decision-</td>
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<tr>
<td>makers, and evaluate the impact of these issues</td>
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<tr>
<td>on living standards.</td>
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</table>
# LEGAL STUDIES UNITS 1 & 2

## 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.

### AREAS OF STUDY
1. Law in Society
2. Criminal Law
3. The Criminal courtroom

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Explain the need for effective laws and describe the main sources and types of law in society;
2. Explain the key principles and types of criminal law, apply them to relevant cases, and discuss the impact of criminal activity on the individual and society;
3. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

### ASSESSMENT
Coursework = 70% of the final assessment

Tasks for this unit are selected from:
- Structured assignment
- Case Study
- Test

End of semester examination

## 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.

### AREAS OF STUDY
1. Civil Disputes
2. The Civil Law in Action
3. The Law in Focus
4. A Question of rights

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases;
2. Explain and evaluate the processes for the resolution of civil disputes;
3. Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law;
4. Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

### ASSESSMENT
Coursework = 70% of the final assessment

Tasks for this unit are selected from:
- Structured assignment
- Case Study
- Test
- Essay
- Report

End of semester examination
**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.

**AREAS OF STUDY**
1. Power, Politics and Democracy
2. Exercising and challenging power

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
1. Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy;
2. Explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

**ASSESSMENT**
Coursework = 70% of the final assessment

- An analysis of visual materials – political cartoon
- A Powerpoint/oral presentation
- Annotated visual presentation
- Written Report
- Case Study/Media File
- Test

End of semester examination
INFORMATION TECHNOLOGY
CERTIFICATE IN INFORMATION

BUSINESS APPLICATIONS – TCI10

Information Technology is offered in both Block A and Block B Electives for Year 10 students. The Block A Elective requires no prior learning. One of the Block B Electives is a computer-programming unit.

This Unit aims to develop advanced information technology skills online. Students study at their own pace from any computer with an Internet connection. Each student will be able to track their own progress at any time. Modules covered in the course are: Concepts of Information Technology, Using the Computer and Managing Files, Word Processing, Spreadsheets, Databases, Presentations and Electronic Communication.

LEARNING STANDARDS
1. Attainment of industry standard word processing skills;
2. Attainment of industry standards spreadsheet skills;
3. Attainment of industry standard database skills;
4. Attainment of industry standard presentation skills;
5. Attainment of industry standard electronic communication skills;
6. Attainment of file management skills.

ASSESSMENT
1. Assessment will be completed on-line for each of the modules.

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 HTML and Javascript. 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
1. Use ICT for visualising thinking
2. Use ICT for creating
3. Use ICT for communicating

ASSESSMENT
A variety of tasks including some of the following:
1. Folio of online Practical Work
2. Project Work
3. Tests
**IT - INFORMATION TECHNOLOGY\nUNIT 1 & 2**

This unit leads to both Units 3 and 4 IT Applications and Units 3 and 4 Software Development.

**UNIT 1 – 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.

**AREAS OF STUDY**
1. From data to information
2. Networks
3. ICT in a global Society

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
1. Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes;
2. Recommend a networked information system for a specific use and explain possible security threats to this networked information system;
3. Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

**ASSESSMENT**
Coursework = 80% of the final assessment
Outcome 1: Spreadsheet problem solving
Outcome 2: Networks
Outcome 3: Collaborative web site
End of semester examination

**UNIT 2 – IT Pathways**
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

**AREAS OF STUDY**
1. Data analysis and visualisation
2. Programming and pathways
3. Tools, techniques and procedures

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
1. Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs;
2. Design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills;
3. Work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

**ASSESSMENT**
Coursework = 80% of the final assessment
Outcome 1: Data analysis and visualisation
Outcome 2: Programming folio
Outcome 3: Collaborative problem solving
End of semester examination
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.

**LOTE: 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**
1. Communicating in a language other than English.
2. Intercultural knowledge and language awareness.

**ASSESSMENT**
The assessment for this subject will include various activities that assess the four language skills: reading, writing, listening and speaking. There will also be a variety of cultural tasks that the students will undertake.

**SEMESTER 2**
This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

**LEARNING STANDARDS**
1. Communicating in a language other than English.
2. Intercultural knowledge and language awareness.

**ASSESSMENT**
The assessment for this subject will include various activities that assess the four language skills: reading, writing, listening and speaking. There will also be a variety of cultural tasks that the students will undertake.
# LANGUAGES OTHER THAN ENGLISH (LOTE)

## LOTE: 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

1. Communicating in a language other than English.
2. Intercultural knowledge and language awareness.

### ASSESSMENT

The assessment for this subject will include various activities that assess the four language skills: reading, writing, listening and speaking. There will also be a variety of cultural tasks that the students will undertake.

### SEMESTER 2

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

### LEARNING STANDARDS

1. Communicating in a language other than English.
2. Intercultural knowledge and language awareness.

### ASSESSMENT

The assessment for this subject will include various activities that assess the four language skills: reading, writing, listening and speaking. There will also be a variety of cultural tasks that the students will undertake.
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
1. Analyse the positive and negative health outcomes of a range of behaviours
2. Explain how external influences affect personal values
3. Identify and differentiate determinants of health and strategies that address concerns

ASSESSMENT
1. NHPA Presentation
2. Baby for a night task
3. Case study
4. Examination

HEALTH & PHYSICAL EDUCATION

PERSONAL TRAINING – HPT10

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. It is recommended that students wishing to study VCE Physical Education select this unit.

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

ASSESSMENT
1. Fitness Test
2. Practical application of skill
3. Personal Exercise Program Assessment
4. Unit Tests
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 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 physically training for targeted events and analysing every aspect of their diet and nutrition required to achieve optimum results.

LEARNING STANDARDS

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

ASSESSMENT

1. Class Attendance
2. Topic Tests / Examination
3. Event Analysis
4. Diet Analysis
5. Ongoing Workbook

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

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

ASSESSMENT

1. Laboratory Reports
2. Topic Tests
3. Major Project
4. Examination
It is a requirement of this course that students be available for all off campus activities.

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**

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

**ASSESSMENT**

1. Minor Project - Rock Climbing Assessment
2. Major Research Project - Coastal Assessment
3. Practical Activities
4. Examination
## UNIT 1
In this area of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status. Students also examine the development of the National Health Priority Areas initiative and their burden of disease in Australia. They will analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of NHPAs. In the second area of study, students look at different models of health and health promotion. They will investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students will examine the role of government and non-government organizations in providing programs and support for the promotion of healthy eating.

### AREAS OF STUDY
1. Understanding Australia’s health
2. Promoting health in Australia

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of National Health Priority Areas in improving Australia’s health status;
2. Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organizations in promoting health.

### ASSESSMENT
1. **Outcome 1: Case Study**
   - Written Report
2. **Outcome 2: Test**
UNIT 1
This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The ways in which a coach influences his or her athletes can have a significant effect on their performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways. Students will also focus on general principles that are common to analysing physical performance and learning of skills, and the biomechanical principles of movement involved in these skills.

### AREAS OF STUDY
1. Bodies in motion
2. Sports coaching and physically active lifestyles

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Explain the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved.

### ASSESSMENT
Outcome 1: Laboratory Reports
Test
Outcome 2: Case Study
Lab Reports
End of semester examination

UNIT 2
This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students’ own lives as well as within the wider community, and the classification of physical activity in terms of type and experience. The students will look at a range of factors that influence performance in physical activity. Students will investigate how patterns of physical activity vary across the lifespan, including the physical, social and emotional benefits of participation in physical activity.

### AREAS OF STUDY
1. Effective coaching practices
2. Physically active lifestyles

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Identify and evaluate a range of coaching practices that lead to enhanced sports performance
2. Explain how the musculoskeletal, cardiorespiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur;
3. Explain the impact of participation in physical activity on the health of selected population(s) and analyse factors effecting participation in physical activity.

### ASSESSMENT
Outcome 1: Test
Assignment
Lab Report
Outcome 2: Oral Presentation
Written Report
End of semester examination = 40 % of the final assessment

### EQUIPMENT / SPECIAL REQUIREMENTS
College PE uniform
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 specializations - planning food, water and clothing requirements, selecting and using equipment and demonstrating safe participation in outdoor recreation activities under supervision.

General specializations - 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.
**PERFORMING ARTS**

**CERTIFICATE II IN MUSIC**

**CUS30109 Certificate III in Music**
This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and relevant theoretical knowledge. They may provide support to a team. This Certificate enables students to gain a recognised credential and make a more informed choice of vocational and career paths.

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**PERFORMING ARTS**

**DRAMA PERFORMANCE**

The aim of this unit is to broaden students’ awareness and understanding of contemporary theatre by focusing on this 20th 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.

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**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.
PERFORMING ARTS

STAGING PLAYS – PSP10

SEMESTERS 1 & 2
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:
1. Justify and refine the content and aesthetic qualities of their works.
2. Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
3. 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.
4. Effectively use a range of media, materials and technologies.

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

ASSESSMENT
1. Performance which includes improvisation and plays
2. Workbook which includes reflection and analysis of work
3. Stagecraft
4. Examination
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:**
1. Justify and refine the content and aesthetic qualities of their works;
2. Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures;
3. 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.
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3. Describe ways that their own and others’ arts works communicate and challenge ideas and meaning;
4. Use appropriate arts language and refer to specific examples in the arts works they are analysing;
5. Comment on the impact of arts works, forms and practices on other arts works and society in general.

### ASSESSMENT
1. Performance based on a cultural style
2. Alternate space performance
3. Workbook
4. Exploration of a dance company or choreographer
5. Examination
UNIT
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 processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

### AREAS OF STUDY
1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance
4. The body: physiology and maintenance

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Describe the expressive intention in own & other choreographers’ dance works
2. Choreograph and perform a solo or group dance work
3. Learn, rehearse and perform a solo or group work
4. Communicate an expressive intention, describe the safe use, maintenance and physiology of the dancer’s body.

### ASSESSMENT
Coursework

| Outcome 1: | Written analysis |
| Outcome 2: | Composition solo & written analysis |
| Outcome 3: | A performance of a learnt group dance work |
| Outcome 4: | Written analysis - Journal |

End of semester examination = 30% of the final assessment

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.

### AREAS OF STUDY
1. Dance perspectives
2. Choreography, performance and dance making analysis
3. Dance technique, performance and dance analysis

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Analyse and discuss cultural influences on pre-1930 dance traditions, styles and/or dance works
2. Choreograph and perform a solo or group dance work with an expressive intention
3. Learn, rehearse and perform a solo or group dance work focusing on technical and physical skills.

### ASSESSMENT
Coursework

| Outcome 1: | Written analysis |
| Outcome 2: | A solo or group dance & written analysis |
| Outcome 3: | A performance of a learnt work & written analysis. |

End of semester examination = 30% of the final assessment
# VCE DRAMA
## UNIT 2

### UNIT 2: CREATING AUSTRALIAN DRAMA

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person an event, an issue, a place, an artwork, a text and/or icon from a contemporary or historical Australian context. In this unit students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using Australia as inspiration</td>
<td>Outcome 1: Playmaking techniques</td>
</tr>
<tr>
<td>2. Presenting devised performances</td>
<td>Outcome 2: Performance</td>
</tr>
<tr>
<td>3. Analysing a devised performance</td>
<td>Outcome 3: Analysis of Creative Process</td>
</tr>
<tr>
<td>4. Analysing Australian drama performance</td>
<td>Outcome 4: Written Analysis</td>
</tr>
</tbody>
</table>

### LEARNING OUTCOMES

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

1. Use a range of stimulus material to create a solo or ensemble performance;
2. Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance to an audience;
3. Analysis and evaluation of student’s own work;
4. Identify theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance.

### LEVIES

There will be an additional levy per semester that will apply to this subject to meet in part additional materials and excursions.

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# VCE THEATRE STUDIES
## UNIT 1

### UNIT 1: Theatrical styles

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.

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-modern era</td>
<td>Outcome 1: Performance/ stagecraft</td>
</tr>
<tr>
<td>2. Interpreting playscripts</td>
<td>Outcome 2: Interpreting playscripts</td>
</tr>
<tr>
<td>3. Analysing a play in performance.</td>
<td>Outcome 3: Analytical exercises</td>
</tr>
</tbody>
</table>

### LEARNING OUTCOMES

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

1. Identify and describe the distinguishing features of playscripts
2. Apply acting and other stagecraft to interpret playscripts
3. Analyse a professional performance

### ASSESSMENT

End of semester examination
# RELIGIOUS EDUCATION – RELIGION & SOCIETY – UNITS 1 & 2

## UNIT 1 – Religion in Society
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.

### AREAS OF STUDY
1. The religious world
2. Religious traditions in Australia
3. Religious Identity and Life Experience

### LEARNING OUTCOMES
On completion of this unit the student should be able to

1. Explain the role of religion in society;
2. Explain the expression of collective identity of particular religious traditions in Australia, and the interaction of these traditions with other religious traditions and wider society;
3. Recognise and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious tradition.

### ASSESSMENT

| Outcome 1: | Research task |
| Outcome 2: | Text Analysis |
| Outcome 3: | Biographical Exercise |

End of semester examination

## 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.

### AREAS OF STUDY
1. Ethical method in pluralist society
2. Religion and morality in pluralist society
3. Contemporary ethical issues in pluralist society

### LEARNING OUTCOMES
On completion of this unit the student should be able to

1. Explain ethical decision-making in pluralist society;
2. Explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society;
3. Analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.

### ASSESSMENT

| Coursework = 75% of the final assessment |
| Outcome 1: Decision making test |
| Outcome 2: Values Analysis |
| Outcome 3: Analysis of an ethical issue |

End of semester examination
UNIT 1
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.

AREAS OF STUDY
1. Exploring literary forms
2. The formation and exegesis of text
3. Later uses and interpretations of sacred texts

LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Recognise and explain different literary forms and analyse their role within a tradition’s scriptures;
2. Apply basic exegetical methods against the cultural background in which the texts are located;
3. Discuss understandings and interpretations of sacred text.

ASSESSMENT
Outcome 1: Comparative exercise
Outcome 2: Classification exercise
Outcome 3: Narrative analysis
End of semester examination
### PSYCHOLOGY IN ACTION – SPA10

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

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

### ASSESSMENT

1. Topic Test
2. Empirical Research Activity
3. Empirical Research Activity
4. Examination

### AGRICULTURE, HORTICULTURE & VITICULTURE – SAH10

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

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

### ASSESSMENT

1. Topic Tests
2. Practical skills
3. Research Presentation
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.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe simple patterns, which determine the arrangement of elements in the Periodic Table.</td>
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<tr>
<td>2. Relate the groupings of substances to their properties and the nature of their constituent particles.</td>
</tr>
<tr>
<td>3. Perform chemical calculations involving the mole concept.</td>
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<tr>
<td>4. Describe the relationships between force, mass and accelerations quantitatively.</td>
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<tr>
<td>5. Design and carry out scientific investigations involving the control of variables.</td>
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<tr>
<td>6. Describe the operation of DC series and parallel circuits in terms of current and voltage.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>1. Assignments</td>
</tr>
<tr>
<td>2. Practical Reports</td>
</tr>
<tr>
<td>3. Tests</td>
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<tr>
<td>4. Research Presentation</td>
</tr>
</tbody>
</table>
# BIOLOGY UNITS 1 & 2

## 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.

### AREAS OF STUDY
1. Cells in action
2. Functioning organisms

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Design, conduct and report on a practical investigation related to cellular structure, organisation and processes;
2. Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

### ASSESSMENT

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Student designed Prac. Invest.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annotated poster on cell div.</td>
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<tr>
<td></td>
<td>Topic test</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Practical report</td>
</tr>
<tr>
<td></td>
<td>Presentation on reproduction</td>
</tr>
<tr>
<td></td>
<td>Topic test</td>
</tr>
<tr>
<td>End of semester examination</td>
<td></td>
</tr>
</tbody>
</table>
# PSYCHOLOGY UNITS 1 & 2

## 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.

### AREAS OF STUDY
1. What is Psychology?
2. Lifespan Psychology

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

### ASSESSMENT
Outcome 1: What is Psychology? - Test
Visual Perception Poster
Outcome 2: Lifespan Psychology
End of semester examination

## 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 the view themselves and affect their relationship with others. They will learn what influences the formation of attitudes of individuals and behaviours of groups.

### AREAS OF STUDY
1. Interpersonal and group behaviour.
2. Intelligence and personality.

### LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.
2. Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

### ASSESSMENT
Outcome 1: Interpersonal and group behaviour - Analysis of research
Outcome 2: Interpersonal and group behaviour - ERA
Outcome 3: Intelligence and personality - Test
End of semester examination
Accessorize your clothing with the latest trends in fashion. This ‘hands on’ approach to fashion gives students the opportunity to express their fashion ideas and make a wide variety of accessories. Learn the many techniques fashion designers use to produce a folio of exciting and creative ideas and the skills necessary to make ‘up to the minute’ fashion accessories.

If you are an aspiring fashion designer or just enjoy being creative, this unit is for you, as you can translate your design ideas into tomorrow’s fashions.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating and designing:</td>
<td>A variety of tasks including some of the following:</td>
</tr>
<tr>
<td>1. Prepare a design brief for a variety of client groups to satisfy their needs.</td>
<td>1. Design Folio</td>
</tr>
<tr>
<td>2. Develop solutions to the design brief.</td>
<td>2. Production Work</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating products.</td>
<td>3. Evaluation</td>
</tr>
<tr>
<td>Producing:</td>
<td>4. Promotional Assignment</td>
</tr>
<tr>
<td>1. Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.</td>
<td></td>
</tr>
<tr>
<td>2. Explain decisions about the suitability of the materials and techniques used.</td>
<td></td>
</tr>
<tr>
<td>3. Produce a production plan with logical sequences of production stages.</td>
<td></td>
</tr>
<tr>
<td>4. Make products and explain any modifications.</td>
<td></td>
</tr>
<tr>
<td>Analysing and Evaluating:</td>
<td></td>
</tr>
<tr>
<td>1. Evaluate the finished product using the previously established criteria.</td>
<td></td>
</tr>
<tr>
<td>2. Critically analyse the product and make appropriate suggestions for improvements.</td>
<td></td>
</tr>
<tr>
<td>3. Draw conclusions about the impact of their design on others</td>
<td></td>
</tr>
</tbody>
</table>
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 partial completion of the pre-apprenticeship program in the trade of carpentry. This elective provides a pathway into a building and construction apprenticeship.

<table>
<thead>
<tr>
<th>Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aims of the VCE VET Building and Construction program are to:</td>
</tr>
<tr>
<td>• provide participants with the knowledge and skills to achieve modules that will enhance their employment prospects in the construction industry</td>
</tr>
<tr>
<td>• enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.</td>
</tr>
</tbody>
</table>

Areas of study and learning outcomes

- Workplace safety and industry white card
- Workplace procedures for environmental sustainability
- Levelling
- Carpentry hand tools
- Workplace documents and plans
- Introduction to demolition
- Safe handling of plant and power tools
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.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating and designing:</td>
<td></td>
</tr>
<tr>
<td>1. Prepare a design brief for a variety of client groups to satisfy their needs.</td>
<td>1. Written activities</td>
</tr>
<tr>
<td>2. Develop solutions to the design brief.</td>
<td>2. Folio</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating their products.</td>
<td>3. Practical Activities</td>
</tr>
<tr>
<td>Producing:</td>
<td>4. Practical tests</td>
</tr>
<tr>
<td>1. Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.</td>
<td>5. Theory tests</td>
</tr>
<tr>
<td>2. Explain decisions about the suitability of the materials and techniques used.</td>
<td></td>
</tr>
<tr>
<td>3. Produce a production plan with logical sequences of production stages.</td>
<td></td>
</tr>
<tr>
<td>4. Make products and explain any modifications.</td>
<td></td>
</tr>
<tr>
<td>Analysing and Evaluating:</td>
<td></td>
</tr>
<tr>
<td>1. Evaluate the finished product using the previously established criteria.</td>
<td></td>
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<tr>
<td>2. Critically analyse the product and make appropriate suggestions for improvements.</td>
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</tr>
<tr>
<td>3. Draw conclusions about the impact of their design on others.</td>
<td></td>
</tr>
</tbody>
</table>
### TECHNOLOGY

### FOOD FABULOUS FOOD – TFF10

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 they are expected to display an advanced level of competency in regard to research and practical skills and also a desire to extend themselves.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigating and designing:</strong></td>
<td>1. Written activities</td>
</tr>
<tr>
<td>1. Prepare a design brief for a variety of client groups to satisfy their needs.</td>
<td>2. Folio</td>
</tr>
<tr>
<td>2. Develop solutions to the design brief.</td>
<td>3. Practical Activities</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating products.</td>
<td>4. Practical tests</td>
</tr>
<tr>
<td><strong>Producing:</strong></td>
<td>5. Theory tests</td>
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<tr>
<td>1. Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.</td>
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<td>4. Make products and explain any modifications.</td>
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</tr>
<tr>
<td><strong>Analysing and Evaluating:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Evaluate the finished product using the previously established criteria.</td>
<td></td>
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<tr>
<td>2. Critically analyse the product and make appropriate suggestions for improvements.</td>
<td></td>
</tr>
</tbody>
</table>
**TECHNOLOGY**

**FURNISH YOUR FUTURE – TFY10**

**SEMESTERS 1 & 2**

Are you interested in construction? Want to work with your hands? Do you simply enjoy creating with wood? If so, 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 reality. 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 making of a timber cabinet.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigating and designing:</strong></td>
<td>1. Investigating and Design: A variety of wood working joints, their uses and design folio.</td>
</tr>
<tr>
<td>1. Prepare a design brief for a variety of client groups to satisfy their needs.</td>
<td>2. Production: A window of joints and a display cabinet.</td>
</tr>
<tr>
<td>2. Develop solutions to the design brief.</td>
<td>3. Analysis and Evaluation: Journal entries, evaluation of product.</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating products.</td>
<td>4. Safe working procedures.</td>
</tr>
<tr>
<td><strong>Producing:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.</td>
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</tr>
<tr>
<td>2. Explain decisions about the suitability of the materials and techniques used.</td>
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<td><strong>Analysing and Evaluating:</strong></td>
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<td>3. Draw conclusions about the impact of their design on others.</td>
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</tr>
</tbody>
</table>
## TECHNOLOGY

### SEMESTERS 1 & 2

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

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

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

### ASSESSMENT

1. Design Folio
2. Production
3. Analyse and Evaluation
### TECHNOLOGY

#### LEAD LIGHTING & PRODUCT DESIGN – TGG10

**Description**

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

<table>
<thead>
<tr>
<th>Learning standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select and safely use tools, equipment and machines to make a lead lighting product.</td>
<td>1. Knowledge of materials, tools and equipment.</td>
</tr>
<tr>
<td>2. Develop skills in the production techniques of lead lighting and stained glass panels.</td>
<td>2. Skills in the production techniques of lead lighting manufacture.</td>
</tr>
<tr>
<td></td>
<td>4. Evaluation of the outcomes of design and production activities.</td>
</tr>
</tbody>
</table>

### SYSTEMS ENGINEERING

#### VCE UNIT 1

**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.

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fundamentals of mechanical technological systems</td>
<td>Outcome 1: Written report on a mechanical technological system</td>
</tr>
<tr>
<td>2. Applied design and technological process</td>
<td>Outcome 2: Design and practical assembly including documentation, performance testing, diagnostics and evaluation of a functional system</td>
</tr>
<tr>
<td>3. Analysing a technological system in society</td>
<td>Outcome 3: Written report of a technological system in terms of its operation, energy use, social and its effects on the environment</td>
</tr>
</tbody>
</table>

**LEARNING OUTCOMES**

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

1. Recognize, identify, illustrate and use theoretical principles of mechanical systems;
2. Use appropriate processes in the designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system;
3. Analyse a technological system in terms of its operation, function, energy use and social and environmental implications.

**End of semester examination**
CERTIFICATE II IN HOSPITALITY  
(Kitchen Operations)  
SIT20307

This course is run over 2 years 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.

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 1. Kitchen Operations | On completion of this certificate the students should be able to:  
SITXCOM001A Work with colleagues and customers  
SITXCOM002A Work in a socially diverse environment  
SITXOHS001A Follow health, safety and security procedures  
SITHIND001A Develop and update hospitality industry knowledge  
SITXOHS002A Follow workplace hygiene procedures  
SITHCCC004A Use basic methods of cookery  
SITHCC001A Organise and prepare food  
SITHCCC002A Present food  
SITHCCC004A Clean and maintain kitchen premises  
SITHCCC003A Receive and store kitchen supplies | 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. |

<table>
<thead>
<tr>
<th>EQUIPMENT / SPECIAL REQUIREMENTS</th>
<th>LEVIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Protective Equipment, including leather shoes and chefs uniform and knife kit (hire charge). VET logbook and evidence folder.</td>
<td>An additional tuition fee and materials costs will apply to this subject.</td>
</tr>
</tbody>
</table>
### VISUAL COMMUNICATION & GRAPHIC DESIGN – VVC10

This unit focuses on Graphic Design. 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.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the design process to develop and present visual communications appropriate to a brief.</td>
<td>1. Graphic Design Folio</td>
</tr>
<tr>
<td>2. Develop skills appropriate to the design industry to produce graphic, product and architectural design works.</td>
<td>2. Product Design Folio</td>
</tr>
<tr>
<td>3. Analyse and evaluate the purpose and content of visual communications</td>
<td>3. Architectural Design</td>
</tr>
<tr>
<td>4. Analyse the characteristics of past design works within a social/cultural context.</td>
<td>4. Theory</td>
</tr>
<tr>
<td></td>
<td>5. Examination</td>
</tr>
<tr>
<td></td>
<td>Students will be required to complete a folio of homework drawings throughout the semester.</td>
</tr>
</tbody>
</table>

### ART AND PHOTOGRAPHY 2 (ADVANCED) – VAA10

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 photographic essays, compositional structures and printing techniques to produce a folio of photographic images.

Students will learn to use the lighting studio and will learn more advanced printing techniques. Students will explore the techniques of silkscreen printing. They will draw original designs, produce their own stencils and create artworks using the screen printing process.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skills in Photography and Silk Screen Printing.</td>
<td>1. Folio of photographic artworks</td>
</tr>
<tr>
<td>2. Make and present artworks that explore Photography and Silkscreen Printing.</td>
<td>2. Folio of silkscreen prints</td>
</tr>
<tr>
<td>3. Analyse and interpret structure, content and aesthetic quality of selected artworks.</td>
<td>3. Analysis of Artwork</td>
</tr>
<tr>
<td>4. Appreciate the characteristics and role of art in different cultural contexts</td>
<td>4. Examination</td>
</tr>
<tr>
<td></td>
<td>Students will be required to complete a folio of homework drawings throughout the semester.</td>
</tr>
</tbody>
</table>
### VISUAL ARTS

#### ART – DRAWING, PAINTING AND PRINTMAKING – VDP10

**SEMESTERS 1 & 2**

Students will learn about different portrait techniques. They will gain appreciation of portraiture through the study of the history of portraiture focusing on different portrait styles. Students will learn to apply and manipulate a variety of media through investigating printmaking, painting and drawing to develop their own skills and styles. Students will also complete a folio of drawing homework tasks and a complete many written tasks analysing artworks from key art movements.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skill in the use of different media.</td>
<td>1. Drawing Folio</td>
</tr>
<tr>
<td>2. Make and present artworks that explore portraiture.</td>
<td>2. Painting Folio</td>
</tr>
<tr>
<td>3. Analyse and interpret structure and aesthetic qualities of portraits by famous artists.</td>
<td>3. Printing Folio</td>
</tr>
<tr>
<td>4. Appreciate the characteristics and role of art.</td>
<td>4. Research Task</td>
</tr>
<tr>
<td></td>
<td>5. Examination</td>
</tr>
</tbody>
</table>

### VISUAL ARTS

#### MULTIMEDIA – VMM10

**SEMESTERS 1 & 2**

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.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make and present visual communications that explore themes, issues and ideas.</td>
<td>1. Photoshop Task</td>
</tr>
<tr>
<td>2. Use the design process to develop and present visual communications appropriate to a design brief.</td>
<td>2. Illustrator Task</td>
</tr>
<tr>
<td>3. Develop technological skills required to produce graphic design works.</td>
<td>3. Animation in Flash</td>
</tr>
<tr>
<td>4. Analyse and evaluate the purpose and content of visual communications.</td>
<td>4. Homework Drawing tasks</td>
</tr>
<tr>
<td></td>
<td>5. Design Theory and Analysis</td>
</tr>
</tbody>
</table>
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**
1. Develop skills drawing, painting and sculpture.
2. Make and present artworks that explore traditional and contemporary ideas.
3. Analyse and interpret artworks.

**ASSESSMENT**
1. Folio of Drawings
2. Folio of Paintings
3. Folio of Sculptures
4. Research Task

Students will be required to complete a folio of homework drawings throughout the semester.

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 draw artworks.

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

**ASSESSMENT**
1. Folio of photographs
2. Folio of drawings
3. Analysis of Artworks
4. Examination

Students will be required to complete a folio of homework drawings throughout the semester.
### VISUAL ARTS

#### 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.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skills in the use and understanding of animation techniques.</td>
<td>1. Research Report</td>
</tr>
<tr>
<td>2. Develop skills in the application of technologies to the art of Animation.</td>
<td>2. Audiovisual analysis of an Animation</td>
</tr>
<tr>
<td>3. Analyse and interpret the historical/cultural/social impact animation in society.</td>
<td>3. Essay/test on animation history</td>
</tr>
<tr>
<td>4. Make and present an ensemble production, which explores the animation genre.</td>
<td>4. Productions</td>
</tr>
<tr>
<td></td>
<td>5. Examination</td>
</tr>
</tbody>
</table>

### VISUAL ARTS

#### FILM MAKING – VME10
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 through the study of a variety of Webquests. Students will utilise a range of media technologies in the presentations of assignments including PowerPoint, radio and 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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skills in the use and understanding of media.</td>
<td>1. Research Report</td>
</tr>
<tr>
<td>2. Develop skills in the application of technologies to the art of film</td>
<td>2. Audiovisual genre analysis</td>
</tr>
<tr>
<td>3. Analyse and interpret the historical/cultural/social impact of the media in society.</td>
<td>3. Essay/test on film analysis</td>
</tr>
<tr>
<td>4. Make and present an ensemble production, which explores a film genre.</td>
<td>4. Production</td>
</tr>
<tr>
<td></td>
<td>5. Examination</td>
</tr>
</tbody>
</table>
## VISUAL ARTS

### VISUAL COMMUNICATION & DESIGN

#### PRODUCT DESIGN & ARCHITECTURE

This unit is for students interested in Product Design and Architecture. Students will work on 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.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the design process to develop and present visual communications appropriate to a brief.</td>
<td>1. Product Design Folio</td>
</tr>
<tr>
<td>2. Develop skills appropriate to the design industry to produce product and architectural design works.</td>
<td>2. Architectural Design Folio</td>
</tr>
<tr>
<td>3. Analyse and evaluate the form and function of Design works.</td>
<td>3. Analysis of design works and design movements.</td>
</tr>
<tr>
<td>4. Analyse the characteristics of past design works within a social/cultural context.</td>
<td>5. Examination</td>
</tr>
</tbody>
</table>

#### VISUAL COMMUNICATION & DESIGN UNIT 1

**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. Student may design works such as logo's, packaging designs, signage, advertisements for print, furniture, interiors, homes and small structures.

**AREAS OF STUDY**

1. Instrumental drawing.
2. Freehand drawing and rendering.
3. Design elements and principles.
4. Design process.

**LEARNING OUTCOMES**

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

1. Use a range of paraline drawing systems, including Orthogonal drawing in accordance with the Australian Standards Conventions;
2. Draw freehand including one and two point perspective, drawing from direct observation, rendering and the use of different drawing media;
3. Explore and apply the design elements and principles to satisfy a stated purpose;
4. Describe the design process in the production of visual communications.

**ASSESSMENT**

Outcome 1: Instrumental drawing & Folio drawings
Outcome 2: Drawing from observation & rendering Folio of drawings
Outcome 3: The design brief & design elements and principles Folio of drawings & one information technology generated final presentation
Outcome 4: The design process: Written report
End of semester examination

**LEVIES**

There will be an additional levy per semester that will apply to this subject to meet in part additional materials and excursions.
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.

AREAS OF STUDY
1. Developing ideas and skills
2. Art and Society

LEARNING OUTCOMES
On completion of this unit the student should be able to:
1. Present visual solutions to set tasks through an exploration of various media, techniques and processes using experimentation and artistic research;
2. Identify and discuss the cultural contexts of art, the social functions of art and the interpretation and presentation of social issues and/or themes in art with reference to selected art works.

ASSESSMENT
Outcome 1: A folio of visual solutions to a selection of set tasks
Outcome 2: An annotated visual report
End of semester examination
The VCAL units are designed around thematic extended projects which foster the development of problem solving, collaboration and leadership skills in the context of real world scenarios. Each unit has specified outcomes that promote self-direction in student teams that leads to critical thinking of higher order team skills and the use of ICT and mobile technology underpins this.

**Personal Development Skills strand**
- Plan and organise an activity.
- Solve problems specific to an established goal.
- Demonstrate skills & knowledge specific to a goal
- Demonstrate teamwork skills.

**Work Related Skills**
- Learn about a selected workplace or industry setting.
- Communicate the major function of OH & S in a workplace context.
- Plan, organise and manage a work related activity that complies with OH & S guidelines.
- Identify OH & S problems and work in team to complete a safe work related activity.