

Senior School

Subject Guide 2020



Beaconhills
College

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SUBJECT CHOICES

2020 COLLEGE WIDE

Faculty	Year 10 subjects	Units 1 & 2	Units 3 & 4
English	<ul style="list-style-type: none"> English English and Literature English A English as an Additional Language (P) 	<ul style="list-style-type: none"> English Literature English A English Language (B) English as an Additional Language (P) 	<ul style="list-style-type: none"> English Literature English A English Language (B) English as an Additional Language (P)
Mathematics	<ul style="list-style-type: none"> Mathematics (Essential) Mathematics (Core) Mathematics (Higher) 	<ul style="list-style-type: none"> Foundation Mathematics General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> Further Mathematics Mathematical Methods Specialist Mathematics
Personal development	<ul style="list-style-type: none"> Ethics and Life Physical Health and Wellbeing Learning Pathways (Careers) 		<ul style="list-style-type: none"> Religion and Society
Science	<ul style="list-style-type: none"> Biology and Psychology Biology and Chemistry Physics and Chemistry 	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology 	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology
Humanities	<ul style="list-style-type: none"> Geography (Environmental Change and Management) Geography (Human Wellbeing) History (Conflict and Change) History (The Fight for Freedom) ExTEND Project 	<ul style="list-style-type: none"> Unit 2 Geography (Sem 1) Unit 1 Geography (Sem 2) History (20th Century) 	<ul style="list-style-type: none"> Geography History (Revolutions) Extended Investigation
Commerce	<ul style="list-style-type: none"> Economic and Business Environments Legal Systems and Financial Literacy 	<ul style="list-style-type: none"> Accounting Business Management Economics Legal Studies Industry and Enterprise 	<ul style="list-style-type: none"> Accounting Business Management Economics Legal Studies Industry and Enterprise
Health and physical education	<ul style="list-style-type: none"> Personal Skills for Life Sport Science Sport and Athlete Development 	<ul style="list-style-type: none"> Health and Human Development Outdoor and Environmental Studies Physical Education 	<ul style="list-style-type: none"> Health and Human Development Outdoor and Environmental Studies Physical Education
Information technology	<ul style="list-style-type: none"> Computer Applications Coding and Security 	<ul style="list-style-type: none"> Applied Computing 	<ul style="list-style-type: none"> Data Analytics Software Development
LOTE	<ul style="list-style-type: none"> French Japanese Chinese First Language (P) 	<ul style="list-style-type: none"> French Japanese Chinese First Language (P) 	<ul style="list-style-type: none"> French Japanese Chinese First Language (P)
Performing arts	<ul style="list-style-type: none"> Senior Music Skills (Sem 1) Music Extensions (Sem 2) 	<ul style="list-style-type: none"> Dance Unit 1 Drama and Unit 2 Theatre Studies Music Performance 	<ul style="list-style-type: none"> Dance Drama Theatre Studies Music Performance Music Investigation (P)

SUBJECT CHOICES

2020 COLLEGE WIDE CONTINUED

Faculty	Year 10 subjects	Units 1 & 2	Units 3 & 4
Technology	<ul style="list-style-type: none"> • Food Studies • Product Design and Technology • Product Design and Technology (Textiles) • Systems Engineering 	<ul style="list-style-type: none"> • Food Studies • Product Design and Technology • Product Design and Technology (Textiles) • Systems Engineering 	<ul style="list-style-type: none"> • Food Studies • Product Design and Technology • Product Design and Technology (Textiles) • Systems Engineering
Visual arts	<ul style="list-style-type: none"> • Art • Media (Film) • Media (Photography) • Graphics 	<ul style="list-style-type: none"> • Art (P) • Media • Studio Arts • Visual Communication Design 	<ul style="list-style-type: none"> • Art (P) • Media • Studio Arts • Visual Communication Design
External provider	<ul style="list-style-type: none"> • External Language Studies (VSL) • Vocational Education Training (VET) 	<ul style="list-style-type: none"> • External Language Studies (VSL) • Vocational Education Training (VET) 	<ul style="list-style-type: none"> • External Language Studies (VSL) • Higher Education Studies • Vocational Education Training (VET)

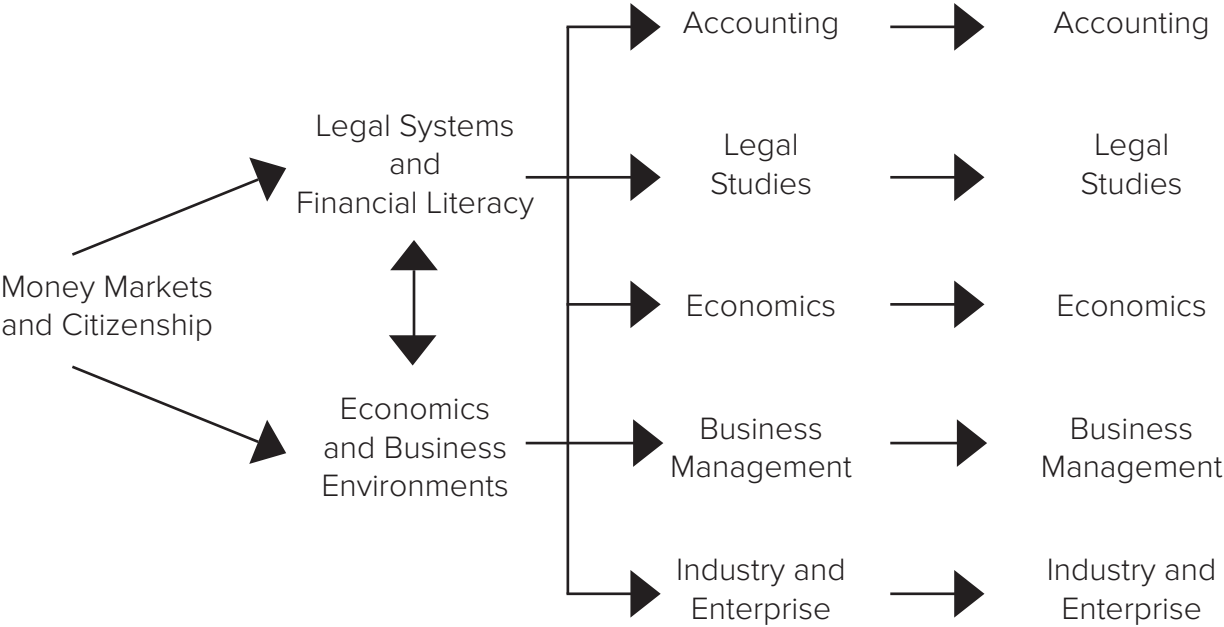
Year 10 CORE - English, Maths, Personal Development		(B) Subject offering only at Berwick Campus (P) Subject offering only at Pakenham Campus
Year 10 Science choice		
Year 10 Humanities / Commerce choice		

Commerce



COMMERCE

Year 9	Year 10	Year 11	Year 12
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COMMERCE

YEAR 10

Beaconhills College offers two options for students completing Year 10 Commerce. Students may select one or both of these subjects over the semester. Each subject runs for one semester.

Elective 1: Legal Systems and Financial Literacy

Elective 2: Economic and Business Environments

Introduction

These subjects provide students with an introduction to some of the fundamental principles applicable to accounting, business management, economics, industry and enterprise, and legal studies.

Legal Systems and Financial Literacy focuses on issues pertaining to consumer and financial literacy and the rights and responsibilities of individuals as members of a democratic society. Students will learn about both local and global issues.

Economic and Business Environments also encompasses both local and global perspectives. Students will learn about Australia's economy domestically as well as its role within the global economy. A study of entrepreneurship, the business environments and the importance of innovation in business in order to gain a competitive advantage.

Learning focus

The subjects will cover events and issues that relate to areas such as:

Legal Systems and Financial Literacy

- consumer and financial literacy
- the power of money and choice
- making the most of your money
- managing identity and money in a global economy
- civics and citizenship
- government and democracy
- the law, courts and justice
- Australia – global citizenship and international legal obligations.

Economic and Business Environments

- resource allocation and making choices
- what is economics and what is an economy?
- Australia's economic performance
- Australia in the global economy
- the business environment
- being an entrepreneur
- innovation: gaining a competitive advantage.

Assessment

- exam 50 per cent
- written work 50 per cent

(will include a variety of assessment tasks such as folio of exercises, research, assignments, oral presentations, case studies with structured questions and topic tests).

ACCOUNTING

UNITS 1 & 2

Pathway requirements

Units 1 & 2 have no entry requirements. It is recommended that students satisfactorily complete at least Unit 2 Accounting before attempting Units 3 & 4.

Unit 1 introduction

Students will explore the establishment of a business and the role of accounting in the determination of business success and failure. They will consider the importance of accounting information to stakeholders. Students will analyse, interpret and evaluate the performance of the business using financial and non-financial information and use these evaluations to make recommendations regarding suitability of a business as an investment. Students will also record financial data and prepare reports for service businesses owned by sole proprietors.

Learning focus

- going into business
- recording financial data and reporting accounting information
- accounting reports – statement of receipts and payments, cash flow statements, income statement and balance sheet
- cash versus profit
- internal control procedures
- price setting methods
- indicators of financial performance
- ethical considerations.

Assessment

Assessment may take a variety of forms including folio of exercises, tests, assignments, case studies, classroom presentations and reports. The end of semester exam contributes 50 per cent of the marks for this unit.

Unit 2 introduction

This unit allows students to develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students will analyse and evaluate the performance of a business relating to inventory, accounts receivable, accounts payable and non-current assets. They will use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students will develop and suggest to the owner strategies to improve business performance. Students will be required to incorporate the use of ICT, in particular the use of spreadsheets, to record data, report financial information and construct graphical representations.

Learning focus

- accounting for and management of inventory – First-In, First-Out (FIFO) and identified cost methods, historical and budgeted accounting reports
- accounting for and management of accounts receivable and accounts payable
- accounting for, and management of, non-current assets
- depreciation
- factors impacting business performance
- ethical considerations faced by business owners.

Assessment

Assessment may take a variety of forms including folio of exercises, tests, assignments, case studies, classroom presentations, and reports. The end of semester exam contributes 50 per cent of the marks for this unit.

BUSINESS MANAGEMENT

UNITS 1 & 2

Pathway requirements

There are no entry requirements for Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, any Year 10 student wishing to select this subject in Year 11 (Unit 1) should have demonstrated a consistently high level of academic achievement throughout Year 9.

Unit 1 introduction

Students learn about features and characteristics of small businesses obtaining a number of key management terms. Business environments are examined and students are able to identify reasons why some businesses succeed while others do not. Students prepare a business plan demonstrating entrepreneurial skill.

Learning focus

- the business idea: external/internal environment.

Assessment

- assignments, tests and classwork 50 per cent
- exam 50 per cent.

Unit 2 introduction

This unit focuses on communication in a business setting. In marketing, students learn about marketing techniques businesses use on consumers.

Public relations teaches students about the importance of a business's image and how certain events can be 'spun' by companies.

Learning focus

- legal requirements and financial considerations
- marketing a business
- staffing a business.

Assessment

- tests/case studies 50 per cent
- exam 50 per cent.

ECONOMICS

UNITS 1 & 2

Unit 1 introduction

Economics has an effect on everyone, irrespective of background. In this study students begin to appreciate the contributions of economics as a discipline and investigate some of the factors that motivate people to act in the way they do and the consequences of their actions. Every country is essentially faced with the same economic problem. How are resources going to be allocated to meet the needs and wants of its people? Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues.

The Australian economy uses the market-based system to allocate resources. Markets are essentially places where goods and services are bought and sold. Businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention. One of the key tools used to explain how prices change and how resources are allocated is the basic demand and supply model. Using contemporary case-studies students make connections between the theory and the workings of different markets in the Australian and world economy. They develop skills in making predictions constructing arguments about the possible consequences of key changes in different markets.

Learning focus

- thinking like an economist
- decision making in markets.

Assessment

- tests, case studies, reports, oral presentations, classwork 50 per cent
- exam 50 per cent.

Unit 2 introduction

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations.

Learning focus

- economic growth, long-term economic prosperity and environmental sustainability
- economic efficiency and equity
- global economic issues.

Assessment

- tests, case studies, reports, oral presentations, classwork 50 per cent
- exam 50 per cent.

LEGAL STUDIES

UNITS 1 & 2

Unit 1 introduction

The subject begins with a study of guilt and liability, focusing on the need for effective rules and laws. Students develop an understanding of legal foundations such as the different types and sources of law and the existence of a court hierarchy in Victoria. Further to this, students will come to understand the basis of our legal system – presumption of innocence – and how this informs legal proceedings. Students investigate key concepts of criminal law and civil law and apply these to scenarios/hypotheticals to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Learning focus

- legal foundations
- presumption of innocence
- civil liability.

Assessment

- tests/case studies 50 per cent
- exam 50 per cent.

Unit 2 introduction

Unit 2 focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve civil dispute and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the effectiveness of remedies and sanctions to achieve principles of justice.

Learning focus

- sanction remedy rights.

Assessment

- tests/ case studies 50 per cent
- exam 50 per cent.

INDUSTRY AND ENTERPRISE

UNITS 1 & 2

Unit 1 introduction

Unit 1 is all about working life in Australia. Students examine differences in pay, hours, qualifications and workplace skills between different industries. All students complete a minimum of 35 hours of work experience during term 1 'camps week' and then complete various assessment tasks associated with that. Students continually reflect upon their own strengths and weaknesses and examine the reasons for the decline of low skilled jobs in Australia.

Learning focus

- working life in Australia
- identification and reflection of individual strengths and weaknesses
- work experience.

Assessment

- case studies, reports, structured questions test 50 per cent
- exam 50 per cent.

Unit 2 introduction

Unit 2, gives students skills and understanding for effective workplace participation. After completing the relevant Occupational Health and Safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Students think about themselves as leaders by identifying the behaviours in leaders of industry as well as other enterprising individuals who inspire them, or that they have come in contact with, and explore the extent to which innovation in industry plays a part in its development.

An industry report then becomes students' focus, as they analyse the impact of one or more significant issue/s on an Australian industry and discuss how the industry has responded to the issue/s in an enterprising way.

Learning focus

- enterprising individuals and leadership
- enterprise and innovation in industry
- issues in industry.

Assessment

- presentation, structured questions test, written report 50 per cent
- exam 50 per cent.

ACCOUNTING

UNITS 3 & 4

Pathway requirements

For Units 3 & 4 it is recommended that students satisfactorily complete at least Unit 2 Accounting.

Introduction

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students will use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students will develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They will interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4 gives students the opportunity to further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students will use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual and ICT are used to record and report.

Students will extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They will investigate both the role and importance of budgeting in decision-making for a business. They will analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students will suggest strategies to business owners to improve business performance.

Throughout Units 3 & 4 accounting procedures developed incorporate application of the conceptual framework and financial indicators to measure business performance, as well as ethical considerations of business owners when making decisions, including financial, social and environmental.

Learning focus

- recording and analysing financial data
- preparing and interpreting accounting reports
- extension of recording and reporting
- budgeting and decision-making.

Assessment

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

BUSINESS MANAGEMENT

UNITS 3 & 4

Introduction

In Unit 3 students investigate and consider how businesses manage employees. We examine various strategies for motivating people and the advantages and disadvantages associated with each. You will learn about the rights and responsibilities you have in the workplace. Students will have various opportunities to study businesses from within Australia.

In Unit 4, students review business performance. For example, how does a business know if changes are needed? You then look at the reasons why businesses are continually evolving and always seeking new business opportunities.

Learning focus

- business foundations
- managing employees
- operations management
- reviewing performance – the need for change
- managing change.

Assessment

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

ECONOMICS

UNITS 3 & 4

Pathway requirements

Unit 3 & 4 Economics can be taken having not completed Units 1 & 2. However, a strong level of achievement in Units 1 & 2 of Economics or another Commerce-based subject is highly recommended.

Introduction

Students begin the year by examining Australia's housing market. They begin by exploring the factors, which are responsible for the dramatic rise in Australia's house prices. Students continue to think about whether people always respond to incentives and punishments. You will examine the consequences of businesses obsessively striving for punishment and think about the relationship between people, businesses and government. Students will consider what the Australian Government can do to improve the quality of life for people in Australia and whether living standards are improving in Australia. Students will finish the semester looking at Australia's international trade with China, USA and Japan.

In Unit 4, students will discover the various policy options available to the Australian Government to solve problems and improve living standards in Australia.

Learning focus

- Australia's housing market
- solutions to social issues
- problems with high pollution
- Australia's domestic goals
- Australia's relationship with our major trading partners
- immigration.

Assessment

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

LEGAL STUDIES

UNITS 3 & 4

Pathway requirements

For Units 3 & 4 it is recommended that a student has achieved a C grade or better in Unit 2 Legal Studies. Units 1 & 2 Legal Studies are not prerequisites for Units 3 & 4, however, they are strongly recommended.

Introduction

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In Unit 3 students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Unit 4 involves students exploring how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Throughout both units, students apply legal reasoning and information to actual scenarios.

Learning focus

- the Victorian criminal justice system
- the Victorian civil justice system
- the people and the Australian Constitution
- the people, the parliament and the courts.

Assessment

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

INDUSTRY AND ENTERPRISE

UNITS 3 & 4

Introduction

Unit 3 of Industry and Enterprise prepares students for effective workplace participation. After completing the relevant Occupational Health and Safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills.

Students explore the role and impact of four forces for change: the management of quality, workplace flexibility, technology, and training and workplace learning, in developing an enterprise culture within an industry.

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. Students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Finally, students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry, and examine the relationships between technology, training and innovation in developing an enterprise culture.

Learning focus

- enterprise culture
- creating an enterprise culture
- pressures and opportunities for change
- innovation.

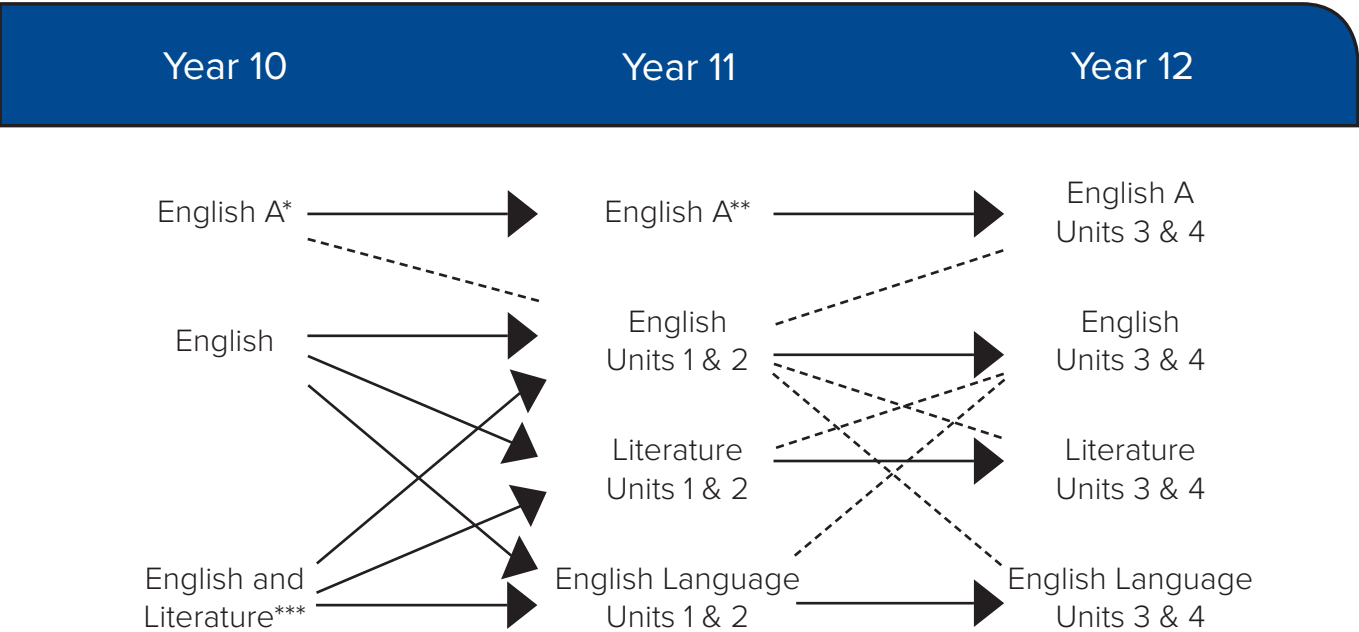
Assessment

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

English



ENGLISH



----- Represents an alternative direction depending on your progress.

*Students enrolled in Year 10 English A will progress to Year 11 English A. Students wishing to progress to VCE English must demonstrate sufficient progress by the end of Year 10.

**Students enrolled in Year 11 English A progress to English A Units 3 & 4.

***This subject is chosen instead of English. It offers more of a challenge than mainstream English and is more text-focused. This subject can progress to any of the English subjects offered at VCE.

ENGLISH

YEAR 10

Introduction

The Year 10 English subject aims to foster in students an understanding of the English language and develop the ability to successfully communicate using written and oral language for a range of purposes.

Learning focus

- reading and responding – students identify and discuss key aspects of a set text, and construct a response in oral or written form
- creative writing—students create a piece of writing designed to engage an audience and explore ideas and concepts
- comparative writing—comparing a series of texts, the style, content and purpose of the writer
- analysing and presenting arguments – students create and present texts taking account of audience, purpose and context
- conventions of spelling, punctuation and syntax.

Assessment

- written and oral responses (analytical, creative and visual) to print media, visual media, films, novels, poetry and plays
- written and oral analysis and evaluation of texts
- writing for a range of purposes and audiences. This takes a variety of forms: narrative, personal, informative, instructional, persuasive, argumentative, and script
- language analysis (media), and point of view
- group and individual oral presentations.

Semester 1

- subjectwork 60 per cent
- exam 40 per cent.

Semester 2

- subjectwork 60 per cent
- exam 40 per cent.

ENGLISH AND LITERATURE

YEAR 10

Introduction

This subject is designed to enrich and enhance student understanding of writing and literature. It is taken instead of the mainstream English subject. Each semester will focus on both extended writing and a deep study of a literary text. This subject is ideal for those students who anticipate studying Literature or English Language at VCE, while still offering a pathway towards the standard VCE English subject.

Learning focus

- reading and responding – students identify and discuss key aspects of a set text, and construct a response in oral or written form
- creative writing—students create a piece of writing designed to engage an audience and explore ideas and concepts
- analysing argument and language – students create and present texts taking account of audience, purpose and context
- poetry analysis
- forms of texts – students explore genre and forms of text and how they impact an audience
- conventions of spelling, punctuation and syntax
- oral presentations.

Assessment

- written and oral responses (analytical, creative and visual) to print media, visual media, films, novels, poetry and plays
- written and oral analysis and evaluation of texts
- writing for a range of purposes and audiences. This takes a variety of forms: narrative, personal, informative, instructional, persuasive, argumentative, and script
 - argument and language analysis and presentation of point of view.

Semester 1

- subjectwork 60 per cent
- exam 40 per cent.

Semester 2

- subjectwork 60 per cent
- examination 40 per cent.

ENGLISH A

YEAR 10

Introduction

The Year 10 English A subject is designed for students who have special academic needs or have an Individual Learning Plan. Students will be provided with additional time and assistance to strengthen and refine their literacy skills. The subject will focus on developing learning strategies and literacy skills.

The purpose of this subject is to enable students to develop skills and knowledge in spelling, sentence structure, paragraphing, comprehension and oral communication. It also aims to develop key workplace written and communication skills. Students will be encouraged to understand the processes required to read and write effectively in a variety of settings. There will be a focus on developing learning strategies and literacy skills which will enhance achievement in English.

Learning focus

- reading - read accurately to locate, extract, understand, organise and synthesise ideas and information
- writing - communicate ideas and information clearly; write for a range of audiences and purposes
- speaking and listening in a range of informal and formal settings for different purposes
- comparative writing—comparing a series of texts, the style, content and purpose of the writer
- analysing and presenting arguments – students create and present texts taking account of audience, purpose and context
- conventions of spelling, punctuation and syntax.

Assessment

Semester 1

- subjectwork 60 per cent
- exam 40 per cent.

Semester 2

- subjectwork 60 per cent
- exam 40 per cent.

ENGLISH AND ENGLISH A

UNITS 1 & 2

Pathway requirements

For Units 1 & 2 it is compulsory that a student has satisfactorily passed a Year 10 English subject.

Unit 1 introduction

The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Learning focus

The focus of this unit is the following:

- reading and creating texts
- analysing and presenting an argument.

Assessment

- responses to text in written and oral form
- discussion of the use of language and points of view in a persuasive text
- personal, imaginative and argumentative writing
- participation in discussion groups
- subjectwork 50 per cent
- exam 50 per cent.

Unit 2 introduction

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Learning focus

The focus of this unit is the following:

- reading and comparing texts
- analysing and presenting an argument.

Assessment

Assessment may include:

- responses to text in written and oral form
- discussion of the use of language and points of view in a persuasive text
- participation in discussion groups
- subjectwork 50 per cent
- exam 50 per cent.

English A

This subject will effectively be the same as English Units 1 & 2, however, given that it is offered to students who may need additional support with writing and comprehension of the texts, the subject may be modified in its presentation, but not in its assessment. Therefore it will lead directly to Units 3 & 4 of English or English A.

LITERATURE

UNITS 1 & 2

Pathway requirements

Literature Units 1 & 2 is recommended only for high-achieving Year 10 English students. A grade of B or higher is recommended in Year 10 English or English and Literature, coupled with a desire to engage with the written word and the preparedness to read extensively.

Unit 1 introduction

This unit focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary in form and range from past to contemporary social and cultural contexts.

This unit also focuses on the ways literary texts represent human experience and develops students' reading practices to help deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively.

Learning focus

The focus of this unit is the following:

- reading practices
- ideas and concerns in texts.

Assessment

- essays
- detailed passage analyses
- oral presentation
- reviews
- subjectwork 50 per cent
- exam 50 per cent.

Unit 2 introduction

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings.

Learning focus

The focus of this unit is the following:

- the text, the reader and their contexts
- exploring connections between texts.

Assessment

- journal
- review
- analytical, persuasive, creative writing
- oral presentation
- subjectwork 50 per cent
- exam 50 per cent.

Pathway requirements

Successful completion of either English or English and Literature in Year 10. A grade B or higher is recommended, as the demands of this subject are very specific and would not suit the needs of all students. Interested parents should consult with the Head of English who will advise of student suitability.

Unit 1 introduction

In this unit, students consider the way language is organised and explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

Learning focus

- Area of Study 1: the nature and function of language
- Area of Study 2: language acquisition.

Assessment

- subjectwork 60 per cent
- exam 40 per cent.

Unit 2 introduction

In this unit, students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected. Students also consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English and the various possibilities for the future of English.

Learning focus

- Area of Study 1: English across time
- Area of Study 2: Englishes in contact.

Assessment

- subjectwork 60 per cent
- exam 40 per cent.

ENGLISH AND ENGLISH A

UNITS 3 & 4

Pathway requirements

For Units 3 & 4 it is compulsory that a student has satisfactorily passed Units 1 & 2 in at least one English subject.

English A

This subject will effectively be the same as English, however, given that it is offered to students who may need additional support with writing and comprehension of the texts, the subject may be modified in its presentation, but not in its assessment.

introduction

The focus of Unit 3 is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading, and the ability to explain choices they have made as authors. The focus of Unit 4 is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Learning focus

The focus of Unit 3 & 4 English is the following:

- reading and creating texts
- analysing argument
- reading and comparing texts
- presenting argument.

Assessment

Unit 3

Students are required to demonstrate achievement of three outcomes.

- Outcome 1: Present an analytical interpretation of a text, and present a creative response on a different text
- Outcome 2: Compare the use of argument and persuasive language in a written essay
- Outcome 3: Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4

Students are required to demonstrate achievement of two outcomes.

- Outcome 1: On completion of this unit the students should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- Outcome 2: Present a sustained and reasoned point of view on an issue in oral form.
- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

LITERATURE

UNITS 3 & 4

Pathway requirements

Literature Units 3 & 4 is recommended for high achieving English students of Year 11. It is recommended that students have studied Literature Units 1 & 2. Alternatively, students must achieve a grade B or better in English Units 1 & 2 or English Language Units 1 & 2 and engage on the requisite vacation preparation for the subject.

Introduction

Unit 3 focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of a text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary work.

Unit 4 focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Learning focus

- adaptations and transformations –identifying the ways that form and genre impact the meaning and interpretation of text
- creative responses to texts – using a prescribed text to generate a creative response
- literary perspectives alternative viewpoints – detailed analysis of a text exploring alternative literary perspectives
- close analysis – detailed analysis of a text demonstrating an ability to analyse both thematic concerns and literary devices.

Assessment

Unit 3

Students are required to demonstrate achievement of two outcomes:

- Outcome 1: Analyse how meaning changes when the form of a text changes
- Outcome 2: Respond imaginatively to a text, and comment on the connections between the text and the response.

Unit 4

Students are required to demonstrate achievement of two outcomes. On completion of the unit, students should have the ability to:

- Outcome 1: Develop a view on a set text informed by a literary perspective
- Outcome 2: Analyse critically features of a text, relating them to an interpretation of the text as a whole.
- essays and reflective commentary
- detailed passage analysis
- imaginative composition in response to text
- subjectwork 50 per cent
- exam 50 per cent.

ENGLISH LANGUAGE

UNITS 3 & 4

(Berwick only)

Pathway requirements

It is highly recommended that students successfully complete English Language Units 1 & 2. Alternatively, students must achieve a grade C or better in English Units 1 & 2 or Literature Units 1 & 2 and engage with the requisite vacation preparation for the subject.

Introduction

This subject involves a systematic study of the English language. Students learn about personal and public discourse in a range of fields of study and social groups. This subject is heavily informed by the discipline of linguistics, particularly socio-linguistics, which is about how the contexts in which we operate influence the language we use. Students are expected to explore a range of texts, including publications and public commentary about language. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts. The subject also explores the strong links between language and identity, both how we construct our own identity and how others perceive us as the result of the language we use.

Learning focus

Unit 3 - Language variation and social purpose

- Area of study 1: Informal language
- Area of study 2: Formal language.

Unit 4 – Language variation and identity

- Area of study 1: Language variation in Australian society
- Area of study 2: Individual and group identities.

Assessment

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

External Providers

EXTERNAL PROVIDERS

VCE Higher Education Studies

The Higher Education Studies program provides opportunity for very able students to extend their learning in a particular subject area by completing the first year of a standard university subject as part of their Year 12 program.

The program is offered by Monash, RMIT, Deakin and Melbourne Universities. The mode of delivery can differ between subjects. At this stage, all Higher Education Studies are offered externally from the College.

For more information and a list of subjects offered and their locations, students should speak with the campus careers counsellor. Applications must be lodged by the end of October each year.

Victorian School of Languages

Students in Senior School have the opportunity to study a language not offered on our usual curriculum with the Victorian School of Languages. However, families are advised that in such instances tuition is offered either by distance learning or by attending Saturday morning classes. In both of these cases a tuition fee is payable. Any student considering this option must discuss their plans with the Head of Teaching and Learning (Years 9–12).

Dual recognition for TAFE subjects and Vocational Education and Training (VET)

Vocational Education and Training (VET) subjects are offered at TAFE in various specialty areas. Some areas of study are recognised by the VCE as equivalent to Units 1, 2, 3 or 4. This allows a student to work towards the VCE and a TAFE certificate at the same time. It is most important that students interested in these subjects seek advice and details from the careers counsellor at your campus.

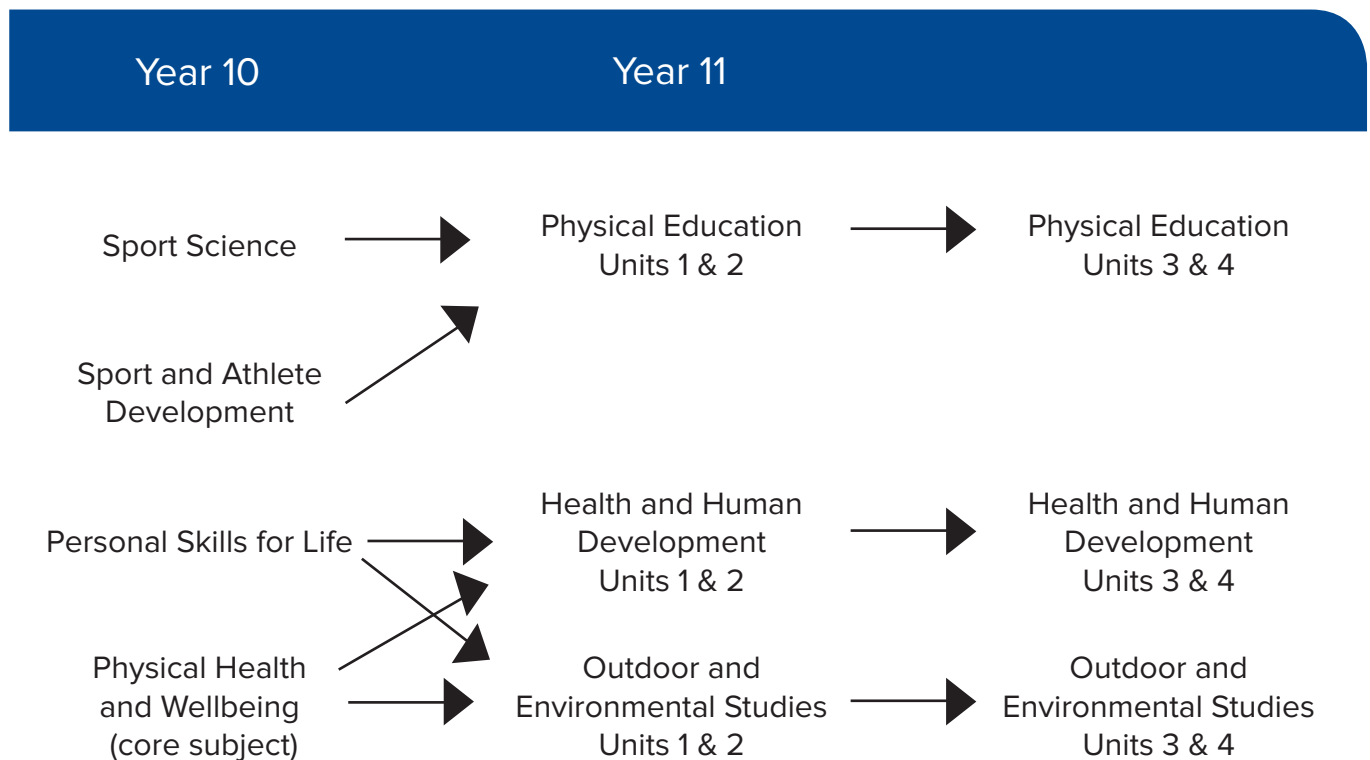
Popular VET subjects in recent years have included Hospitality, Community Service and Equine Industry.

The Victorian Tertiary Admissions Centre (VTAC) has advised that existing arrangements for tertiary entrance and ATAR calculation will be modified to reflect the integration of VET programs within the VCE. Approved VCE VET Units 3 & 4 sequences will include scored assessment from which a study score for the sequence will be calculated.

Further details of VET Subjects can be found in the Subject Guide. Interested families should discuss these arrangements with their campus careers counsellor.

Health and Physical Education

HEALTH AND PHYSICAL EDUCATION



Health and Physical Education is available to all Year 10 students with no prerequisites. The Year 10 electives include Sport Science, Sport and Athlete Development and Personal Skills for Life, which provide a platform to increase overall knowledge and understanding within the three VCE HPE subjects.

Year 10 students wishing to accelerate VCE subjects within HPE are highly recommended to choose Outdoor and Environmental Studies, as there is a large practical component to this subject. It is not recommended to accelerate Physical Education.

Physical Health and Wellbeing is a core Year 10 subject that all students must complete. This subject will have links to both Physical Education and Health and Human Development at VCE level.

SPORT SCIENCE

YEAR 10

Introduction

Sport Science is a multi-disciplinary field of study, taught with both theoretical and practical components, concerned with developing the understanding and enhancement of human performance. Specific areas of study include that of body systems; whereby students will analyse their structure, function and role in exercise. This includes the interrelated aspects of each of the systems working together.

Furthermore, investigation will take place into both the way the body creates energy for movement via the three energy pathways, as well as why fatigue occurs and how this is linked to fuel depletion and the production of metabolic bi-products.

Finally, the course will examine the mechanics behind human motion and performance and apply different principles within various exercise, sporting and coaching situations. Sport Science will involve many practical laboratory based activities that directly links curriculum taught in the classroom to a practical setting. Students will need to apply a vast array of physiological parameters learnt, including energy system interplay, heart rate & breathing rate response, fatigue mechanisms and related recovery strategies.

It is highly recommended that students wishing to complete VCE Physical Education should study Sport Science as a prerequisite.

Learning focus

- systems of the body – skeletal, muscular, cardiovascular and respiratory systems
- energy systems
- biomechanical principles for analysis of human movement.

Assessment

- body systems topic tests.
- laboratory reports.
- energy systems assignment.
- technological advancements in sport (biomechanics) research task.
- classwork.
- practical laboratories/participation.
- exam.

SPORT AND ATHLETE DEVELOPMENT

YEAR 10

Introduction

Sport and Athlete Development is a theoretical and practical subject that aims to provide students with insight into a variety of sport pathways and settings. This subject will aim to utilise a range of industry leaders to improve the learning outcomes for all students who take part including online subjects to aid students development. This subject explores various methods that athletes can utilise to enhance their performance both on and off the field. The significance of recovery methods and nutrition will be examined from this perspective. Through a series of practical activities, students will study a variety of tactics and strategies that players can implement in specific scenarios. The development of skills in sport and recreational pursuits will be analysed as well as how these skills can be analysed and nurtured throughout different stages of development. Students will also adopt a hands on approach to event management with a special emphasis on planning and implementation at a local level. Another focus will be on the media and its relationship with sport and athletes both presently and in the future.

Students who wish to complete VCE Physical Education or VCE Health and Human Development are recommended to undertake this subject. In addition, it is highly advised that students who wish to turn their passion for sport into a wider understanding or even a post school career strongly consider this subject.

Learning focus

- performance enhancement including;
 - nutrition
 - sport psychology
- recovery techniques
- decision making in sport
- skill learning principles including analytics and movement analysis
- sport and the media
- event management.

Assessment

- topic tests
- practical sessions portfolio
- practical participation
- research report
- exam.

PERSONAL SKILLS FOR LIFE

YEAR 10

Introduction

Personal Skills for Life is a theoretical and practical subject of study covering areas related to personal identity and risk taking, driver education, safety and first aid principles. A large element of the subject is devoted to relevant adolescent issues that directly impact on the student's growth and development within the community. Risk-taking practices are interlinked with personal identity and the responsibilities associated with attaining a driver's license. Coping mechanisms and resilience are also interrelated with the ability to apply and administer first aid.

Learning focus

Sports injuries and first aid

- students participate in basic first aid subject
- all learning is applied to various scenarios and role plays set up in practical classes
- attain knowledge of acute injuries and basic resuscitation.

Risk-taking

- harm minimisation
- youth risk factors
- life influences
- relationships
- coping strategies and resilience.

Driver education

- the subject is designed to allow students an opportunity to develop positive road use principles
- students will be encouraged to develop practical on road driving skills
- students will develop an understanding of safe road use and negative behavioural influences
- practical subject with qualified driving instructors – METEC.

Assessment

- major assignment
- subjectwork
- exam.

HEALTH AND HUMAN DEVELOPMENT

UNITS 1 & 2

Pathway requirements

There are no prerequisites for entry to Units 1 & 2. Undertaking this subject would complement studies in Geography, Physical Education and Psychology.

Unit 1 introduction

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including amongst Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

Learning focus

Understanding health and wellbeing

- health perspectives and influences
- health and nutrition
- youth health and wellbeing.

Assessment

- two of the following: short written report, oral presentation, visual presentation, test
- exam.

Unit 2 introduction

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Learning focus

Managing health and development

- developmental transitions
- healthcare in Australia.

Assessment

- two of the following: short written report, oral presentation, visual presentation, structured questions
- exam.

OUTDOOR AND ENVIRONMENTAL STUDIES

UNITS 1 & 2

Pathway requirements

There are no prerequisites for entry to Units 1 & 2. As part of the subjectwork requirements, students must attend and participate in outdoor experiences for each unit.

Unit 1 introduction

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

Learning focus

Exploring outdoor experiences

- types of outdoor environments
- motivations and personal responses
- risk and strategies for planning for safe and sustainable interactions
- safe participation in outdoor experiences.

Assessment

Assessment tasks require reflection on information collected during a range of practical sustainable outdoor experiences.

- test
- multimedia presentation
- exam.

Unit 2 introduction

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. They develop the practical skills required to minimise human impact on outdoor environments.

Learning focus

Discovering outdoor environments

- characteristics of outdoor environments
- media portrayals on personal responses to the outdoors
- impact of conservation, commercial and recreational activities
- technology and its effects on outdoor experiences
- urbanisation and changing human lifestyles.

Assessment

Assessment tasks require reflection on information collected during a range of practical sustainable outdoor experiences.

- test
- practical report
- a journal/report of outdoor experiences
- exam.

PHYSICAL EDUCATION

UNITS 1 & 2

Pathway requirements

There are no prerequisites for entry to Units 1 & 2. It is recommended that students undertake Sport Science in Year 10 prior to Unit 1 Physical Education. Undertaking this subject would complement studies in Geography, Health and Human Development, Psychology, Biology and Chemistry.

Unit 1 introduction

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, investigate how they respond to physical activity, sport and exercise. Students also explore how the capacity and functioning of each system acts as an enabler or barrier to participation in physical activity. Students consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.

Learning focus

The human body in motion

- how does the musculoskeletal system work to produce movement?
- how does the cardiorespiratory system function at rest and during physical activity?

Assessment

- test
- case study
- data analysis
- exam.

Unit 2 introduction

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives. Through a series of practical activities, students experience and explore different types of physical activity promoted in Australia. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets recommended guidelines.

Learning focus

Physical activity, sport and society

- what are the relationships between physical activity, sport, health and society?
- what are the contemporary issues associated with physical activity and sport?

Assessment

- presentations
- written report
- written plan and reflective folio
- exam.

HEALTH AND HUMAN DEVELOPMENT

UNITS 3 & 4

Unit 3 introduction

This unit looks at health, wellbeing and illness as multidimensional dynamic. Students begin to explore health and wellbeing as a global concept and its importance as an individual and a collective resource where health is considered a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Learning focus

Australia's health in a globalised world

- understanding health and wellbeing
- promoting health and wellbeing.

Assessment

- topic tests.

Unit 4 introduction

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Learning focus

Health and human development in a global context

- health and wellbeing in a global context
- health and the sustainable development goals.

Assessment

- two of the following: short written report, oral presentation, visual presentation, structured questions
- exam.

OUTDOOR AND ENVIRONMENTAL STUDIES

UNITS 3 & 4

Unit 3 introduction

This unit explores how Australians have understood and interacted with outdoor environments. Students study the role of at least one environmental movement in changing relationships with outdoor environments. They will engage in practical outdoor experiences with outdoor environment through a variety of outdoor recreation pursuits. As part of the subjectwork requirements, students must attend participate in outdoor experiences for each unit.

Learning focus

Relationships with outdoor environments

- unique Australian environment
- historical relationships with the natural environment
- contemporary relationships with the natural environment
- factors influencing contemporary relationships.

Assessment

- assessment tasks require reflection on information collected during a range of practical sustainable outdoor experiences.
- topic tests
- case study
- journal
- written report.

Unit 4 introduction

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia. Students investigate the importance of developing a balance between human needs and the conservation and look at current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy outdoor environments.

Learning focus

Sustainable outdoor relationships

- healthy natural environments
- current impacts and potential threats to our natural environment
- the role of sustainability and preservation of natural ecosystems
- management strategies and legislation relating to natural Australian environments.

Assessment

- assessment tasks require reflection on information collected during a range of practical sustainable outdoor experiences.
- journal
- data analysis
- structured questions
- written report
- exam.

PHYSICAL EDUCATION

UNITS 3 & 4

Unit 3 introduction

Students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how to correctly apply biomechanical and skill acquisition principles. Students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy. Through practical activities they examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies.

Learning focus

Movement skills and energy for physical activity

- how are movement skills improved?
- how does the body produce energy?

Assessment

- test – structured questions from the obtainment of primary data
- laboratory report
- one of either a case study, data analysis, visual presentation, folio/diary, test.

Unit 4 introduction

Students focus on the information required to form the foundation of an effective training program.

They use data from an activity analysis and participation in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures. Students also focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. Students identify and consider components of an exercise training session, and then they monitor, record and adjust training accordingly. Students also describe the physiological responses of the body as a result of training.

Learning focus

Training to improve performance

- what are the foundations of an effective training program?
- how is training implemented to effectively improve fitness?

Assessment

- written report(s)
- reflective folio
- response in one of the following formats; case study analysis, data analysis, structured questions
- exam.

Humanities



HUMANITIES

YEAR 10

Humanities subjects focus on informing students about the world (both past and present) with a view to ensuring students are effectively prepared for the globalised world of the future. These units aim to broaden students' outlook on life and open their minds to the complex ideas, values, concepts, inter-relationships and contexts that exist in our world. Study in the humanities equips students with essential knowledge and skills that enable them to be better able to understand and engage with the complexities of the world in which they live.

Geography

The College offers two options for students completing Year 10 Geography. Students may select one or both of these subjects during the year. Each subject runs for one semester. These subjects are designed to focus on the development of skills and knowledge in preparation for studies at VCE level in Geography.

Elective 1: Environmental Change and Management

Elective 2: The Geographies of Human Wellbeing

History

The College offers two options for students completing Year 10 History. Students may select one or both of these subjects during the year. Each subject runs for one semester. These subjects are designed to focus on the development of skills and knowledge in preparation for studies at VCE level in History, Extended Investigation and Global Politics.

Elective 1: Conflict and Change

Elective 2: The Fight for Freedom

These subjects are designed to enable students to:

- research historical events using a variety of primary and secondary sources
 - accurately reference sources
 - analyse and evaluate historical documents such as cartoons and propaganda posters
 - form and write coherently about opinions on the causes and impacts of historical events
 - identify how specific events impacted on Australian society both in the short and long term
- develop empathy with those facing adversity.

ENVIRONMENTAL CHANGE AND MANAGEMENT

YEAR 10

Introduction

Year 10 Geography – Our Earth's Wellbeing: Environmental Change and Management, investigates human induced environmental change and management strategies. Causes and consequences of environmental change at different scales will be investigated, along with environmental world views. Students will explore changes to a range of environments across the globe with a particular focus on melting glaciers and changing coastlines. Students will participate in a compulsory day long excursion where they will investigate local environmental changes and management techniques. Students will learn a variety of geographic skills which will be applied to investigate trends and issues of environmental wellbeing.

Learning focus

- environmental change
- natural change and human impacts (e.g. the greenhouse effect or changing marine environments)
- managing limited and renewable natural resources: alternative energy sources.
- human responses to environmental change: local, national and global agreements, technological solutions and natural processes harnessed to manage the environment.
- skills such as reading maps and satellite photographs, analysing data and applying spatial concepts.

Assessment

Students will complete a range of outcomes including research, fieldwork, written tasks, oral presentation and an exam at the end of the semester for each elective.

THE GEOGRAPHIES OF HUMAN WELLBEING

YEAR 10

Introduction

Year 10 Geography – Our Earth's Wellbeing: the Geographies of Human Wellbeing, explores the different ways of measuring and mapping human wellbeing and happiness. Of particular interest is the study of quality of life amongst the world's diverse populations, in a time where unlimited needs and wants clash with limited resources and wealth. The role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries will be investigated. Students will participate in a compulsory day long excursion to investigate and compare the local and regional community wellbeing and happiness rating.

Learning focus

- human wellbeing
- indicators of quality of life (eg. life expectancy, infant mortality)
- environmental, social, psychological and economic factors influencing human wellbeing, focusing in particular on the concepts on “status vs. satisfaction” and “force vs. freedom”
- case studies including the wellbeing of Niger, China and Australia's population
- skills such as reading maps and satellite photographs, analysing data and applying spatial concepts.

Assessment

Students will complete a range of outcomes including research, fieldwork, written tasks, oral presentation and an exam at the end of the semester for each elective.

CONFLICT AND CHANGE

YEAR 10

Introduction

Society as we know it today is shaped by the experiences of the past. This is illustrated by Australia's experiences of both war and peace since 1914. Our first experience of war as a nation both united and divided society. The optimism of the 1920s was followed by the despair of the Great Depression, a time of significant social, economic and political change throughout the world. Australia's future was on the line in World War II. This subject will explore the impact these events had on today's world and what lessons we can learn. Students will develop their own research skills and form opinions on some of history's recent successes and failures.

Learning focus

- causes of war and conflict from 1918 to the present day
- the Roaring Twenties and the modern era
- the Great Depression and the world economy
- World War II: Its causes, nature and subject, with particular focus on the war in the Pacific
- Impact of World War II on Australia's international relations (USA, Britain, Asia).

Assessment

Students will complete a range of outcomes including a combination of topic tests, research assignments, multimedia presentations and an exam at the end of the semester for each elective.

THE FIGHT FOR FREEDOM

YEAR 10

Introduction

Throughout history, oppression and inequality has destroyed the lives of millions of people in countries throughout the world. This subject will focus on the struggle for freedom from Australian and international perspectives, including the plight of Australian Aboriginal and Torres Strait Islanders, the US civil rights movement and more current issues, such as treatment of refugees.

This subject will help students create their own informed opinions on the many struggles for freedom and place many current world issues in an historical context.

Learning focus

- causes of inequality and oppression and the changing nature of freedoms in modern society
- the struggle for Aboriginal and Torres Strait Islander rights and freedoms: Stolen Generation, constitutional change and The Freedom Ride
- organisations and documents protecting human rights such as the UN Declaration of Human Rights
- South Africa, the rise and fall of Apartheid and reconciliation
- US Civil Rights movement
- global human rights issues such as treatment of refugees and human trafficking.

Assessment

Students will complete a range of outcomes including a combination of topic tests, research assignments, multimedia presentations and an exam at the end of the semester for each elective.

ExTEND Project

YEAR 10

Pathway opportunities

Although not a prerequisite, this research-focused subject should be considered by students who are potentially interested in enrolling in Extended Investigation at Units 3 & 4. Study of this subject should enhance all future learning as the key skills are applicable in all subject areas.

Introduction

This is a semester-based subject that provides students with the opportunity to engage in the study of a topic of individual interest to them. Any potential topic has to be of sufficient intellectual rigour to justify a prolonged period of study. All topics should be deemed worthwhile, viable and able to sustain individual interest. This subject will introduce students to the fundamentals of effective research. Students will learn about research methodologies, evaluate each one and select the one that is most appropriate to their chosen topic. Students will use an established research framework as a guide to evolving their skills and will learn to use their knowledge to address the demands of their research question. Students integrate their key findings to produce a research journal, which is authenticated by their own evidence and findings. In a formal oral presentation, students will review the knowledge and skills they have developed, and reflect on the quality of their research outcome.

Learning focus

Topics include:

- academic report writing
- research methodologies
- evaluation of sources and source material
- data collection and analysis
- introduction to critical thinking
- reflective practice.

Assessment

Students will complete a range of outcomes including a research journal, oral reflection and critical thinking exercises.

GEOGRAPHY

UNITS 1 & 2

Pathway requirements

To undertake Unit 1 and/or 2 in Year 10, students need a 70 per cent in English and related subjects in Year 9. No entry requirements apply for Year 11 students but completing the Year 10 Geography unit is advised.

Unit 1 introduction

Unit 1, Hazards and Disasters, investigates the nature, causes, impacts and human responses to hazards. Hazards are events with the potential to cause harm to people and/or the environment while disasters are judgments about the size and impact of hazardous events. This unit unpacks essential questions around the impact of human activity in creating hazards, such as climate change and its effects on rising sea levels. Students explore two contrasting hazards and how people responded to them. This unit involves an overnight compulsory camp, which will investigate key outcomes of the unit.

Learning focus

- hazards – the nature, causes, impacts, and distribution on local, national and global scales
- types of hazards such as volcanic activity, bushfires or floods, water borne diseases and epidemics caused by poor living conditions (technological)
- connections between human activity and natural events
- disaster warning programs and actions taken when hazards become destructive disasters.

Assessment

- semester subjectwork: 50 per cent - a fieldwork report and a combination of tests, research and written tasks
- semester exam: 50 per cent.

Unit 2 introduction

The United Nations estimates tourism has an industry value of US\$1 trillion a year. The number of international tourist arrivals is expected to grow to 1.6 billion by 2020 and to 2.6 billion in 2050. (UNTWO Annual Reports 2011–2013).

Unit 2, Tourism, investigates the characteristics and classifications of travel, types of tourism and how it is changing over time. Students investigate tourism on a global scale, as well as at least one local tourism location during a compulsory day long excursion. Students are involved in activities such as designing eco-resorts, planning trips around the world and investigating tourism's impacts on people, places and environments.

Learning focus

- types of tourism: domestic and international
- patterns in the spread of tourism and tourist destinations - locally, nationally and globally
- environmental, economic and socio-cultural impacts of tourism within Australia and elsewhere in the world
- strategies to help manage the effects of rising tourism trade
- the role of planning for sustainable outcomes in tourism.

Assessment

- semester subjectwork 50 per cent
- exam 50 per cent.

HISTORY

UNITS 1 & 2

Pathway requirements

To undertake Unit 1 and/or 2 in Year 10, students need a 70 per cent in English and related subjects in Year 9. No entry requirements apply for Year 11 students but completing a Year 10 History unit is advised.

Unit 1 introduction

In VCE History students gain an understanding of the causes, consequences and legacy of key historical events, creating an informed opinion and supporting their understanding of current world events.

Unit 1 explores the early 20th century, including significant political, social and cultural changes following World War I and the consequences of post-war peace treaties in the era leading up to World War II. It investigates political movements and organisations that emerged over this period of history in response to significant economic, social and political crises and conflicts.

Learning focus

- post-World War I peace treaties
- rise of competing ideologies e.g. communism, fascism, Nazism
- social and cultural changes between the wars (Germany and other major nations)
- causes of World War II.

Unit 2 introduction

Unit 2 explores the major themes and principal events of the late 20th century during the post-World War II era. It investigates the ways in which modern society responded to political, economic and social developments during this time period, from domestic, regional and international perspectives.

Learning focus

- the Cold War and ideological concerns (McCarthyism, communism)
- the Cold War's role in conflicts such as the Korean War, Vietnam War or the division of Germany
- political and social independence movements and terrorist groups (such as IRA, ETTA, Al Qaeda).

Assessment

Assessment tasks for Units 1 & 2 subjectwork will be chosen from:

- analysis of primary and secondary sources
- historical enquiry
- evaluation of historical interpretations
- essay
- semester subjectwork 50 per cent
- exam 50 per cent.

GEOGRAPHY

UNITS 3 & 4

Pathway requirements

There are no prerequisites for entry to Unit 3 but students are advised to complete Units 1 & 2 prior to starting Unit 3.

Introduction

Unit 3, Changing the Land, investigates change to land cover (known as biomes) such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students identify interconnections between climate, soils, landforms and flora and fauna and the growing level of human activity. They analyse reasons for modifying land cover to allow for different land uses, such as housing, resource provision, communication and recreation. During this first area of study, students undergo a compulsory overnight camp to investigate a local land use change. Students also study the distribution and causes of deforestation, desertification, and melting glaciers and ice sheets and human responses to these.

Unit 4, Human Population – trends and issues, explores the causes and effects of the exponential growth of the human population, now in excess of seven billion people, with a clear focus on trends in developed and developing countries. It investigates the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students explore factors influencing population change, including the impact of specific government policies, changing economic conditions, wars and revolution, changes to political boundaries and the aftermath of major hazard events.

Learning focus

Topics studied in Unit 3:

- land use change - using fieldwork and secondary sources to identify the processes and impacts of land use changes
- land cover changes – processes involved and human responses to deforestation, desertification, melting glaciers and ice sheets.

Topics studied in Unit 4:

- population dynamics – the change in world population over space and time, the impact of fertility and mortality and theories of population growth
- issues and challenges – investigate population trends in different parts of the world and resulting issues such as healthcare for aging populations, and the effectiveness of strategies to deal with these issues.

Assessment

School-Assessed Subjectwork and an exam:

- Unit 3 School-Assessed Subjectwork: 25 per cent - a test with structured questions, a written fieldwork report and analysis of geographic data
- Unit 4 School-Assessed Subjectwork: 25 per cent - analysis of geographic data and a test with structured questions
- exam: 50 per cent.

HISTORY - REVOLUTIONS

UNITS 1 & 2

Pathway requirements

It is recommended that students wishing to study Units 3 & 4 Revolutions have studied either Units 1 or 2 History.

Introduction

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

In Units 3 & 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Learning focus

Topics cover revolutionary ideas, leaders, movements and events and the subsequent process of creating a new society.

- the French Revolution from 1774 to October 1789 to 1795
- the Russian Revolution from 1896 to 1927.

Assessment

The following four assessments are completed over the year:

- analysis of visual and written primary sources
- essay
- historical interpretations
- historical enquiry.

School-Assessed Subjectwork and an exam:

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

EXTENDED INVESTIGATION

UNITS 3 & 4

Pathway requirements

There are no prerequisites for entry into this subject. This subject is intended for students who have an inquiring mind, enjoy research and who are self-motivated.

Introduction

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education subject or vocational education and training program.

Learning focus

This study is designed to enable students to:

- develop and construct a rigorous research question
- understand and apply research methods
- explore in-depth a chosen area of investigation
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- analyse and evaluate findings and results
- develop skills in written and oral presentation of research findings.

Unit 3 outline

- designing a research question
- planning and starting the investigation
- critical thinking.

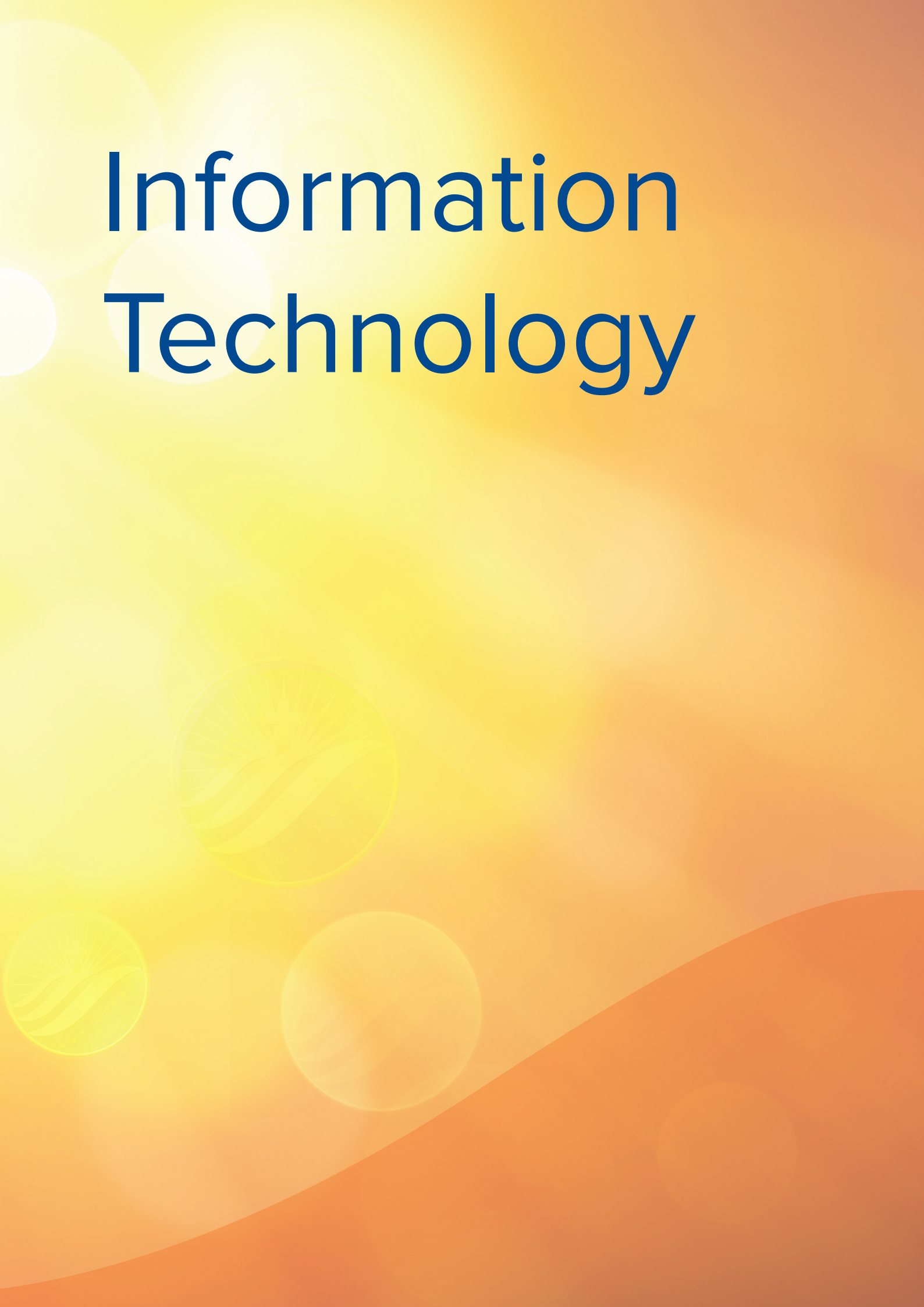
Unit 4 outline

- presenting the final research report
- defending research findings.

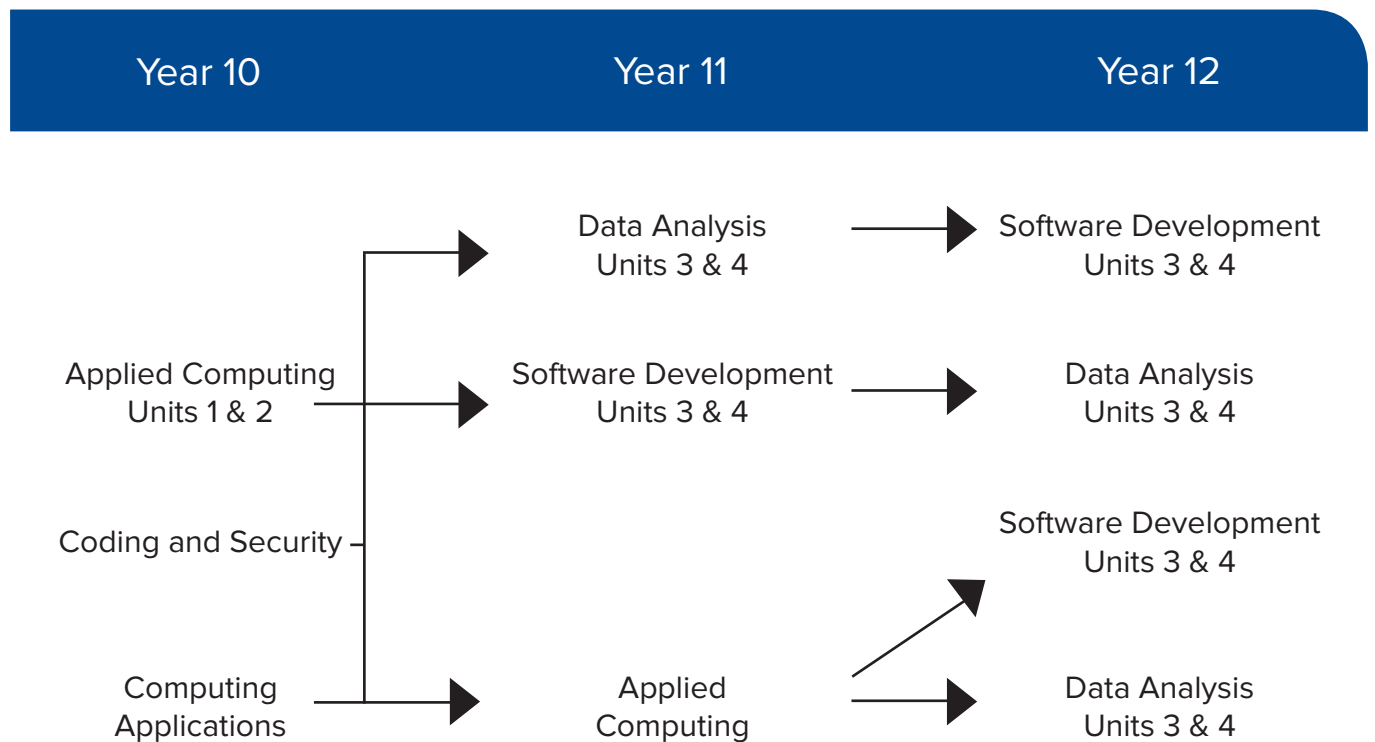
Assessment

- Unit 3 School-Assessed Subjectwork 30 per cent
- Unit 3 externally-assessed critical thinking test 10 per cent
- Unit 4 externally-assessed task 60 per cent.

Information Technology



INFORMATION TECHNOLOGY



The Year 10 semester long electives deal with key topic areas which cover specific content. These are designed to enable students to achieve a set of outcomes. Assessments determine the knowledge and skill level of students in relation to these outcomes. There are no prerequisites for choosing these electives.

Units 3 & 4 subjects are quite different in content. Careful consideration needs to be given to which subject is more appropriate for a particular student. Advice should be sought from the ICT teaching staff, especially the Head of Faculty.

COMPUTER APPLICATIONS

YEAR 10

Introduction

In this semester long course, students learn the basics of managing computer software and hardware. This is done through hands-on project-based tasks. Students learn how to look after computer software and hardware issues, as well as, the configuration of computer hardware and software required to build, maintain and upgrade a computer. The students also use a range of Web 2.0 and Cloud computing technologies to make websites and multimedia presentations. Students also learn the basics of computer programming by coding applications.

Learning focus

- creating a website
- students use Web 2.0 technologies to create a website and multimedia products that is accessible on the internet
- managing computer software and hardware
 - students learn to manage essential computer systems and utilities required to maintain software on a personal computer. They also manage the major hardware components of a computer; understand their role and how they work together with an operating system to create a functional personal computer
- coding
 - students use two or more programming languages such as Python, GameMaker and Visual Studio to create software.

Assessments

- creating a website
- using Web 2.0 technologies
- managing computer software and hardware
- coursework portfolio
- exam.

CODING AND SECURITY

YEAR 10

Introduction

This semester long course provides the opportunity for students to develop a better understanding of networking. This is done through hands-on project-based tasks. In the digital age, it has become essential for people and organisations to understand how networks operate and how to protect themselves online. This elective is good for students who are interested knowing how to build and maintain networks and deal with security issues and coding. Students use two or more programming languages to create some software and learn about algorithms and problem solving using coding. Additionally, students learn about computer forensics, which is the application of investigation and analysis techniques to gather evidence from a particular computing device and files.

Learning focus

- designing an enterprise network using software
- students learn how to manage internet protocols that allow computers to communicate on a local area network and the internet
- network security
- algorithms and problem solving
- computer forensics
- coding
 - students use two or more programming languages such as Python, GameMaker and Visual Studio to create some software.

Assessments

- designing an enterprise network using software
- network security
- computer forensics
- programming portfolio
- exam.

APPLIED COMPUTING

UNIT 1

Pathway requirements

For Year 11 students there is no entry requirement for this subject. Year 10 students wishing to undertake Units 1 & 2 Applied Computing, should have demonstrated some skills using Information and Communication Technologies during their courses in Year 9, and individual projects created by the student. It is possible to select Unit 2 Applied Computing without having completed Unit 1.

Introduction

Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Learning Focus

Area of Study 1 - Data analysis

In a world of big data about what humans do, it is an important skill to visualise this data. In this area of study students use software tools to create data visualisations. Software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data they collected.

Area of Study 2 - Programming

In a world where so many processes involve computing, coding is a basic literacy in the digital age, and it is important for kids to understand and be able to work with and understand the technology around them. In this area of study students use a programming language to create a working software solution in response to teacher-provided solution requirements. They also apply testing and debugging techniques to ensure the software solution works as intended.

Assessments

- Outcome 1 - Data Analysis
 - on completion of this unit the student should be able to interpret teacher provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings
- Outcome 2 – Programming
 - on completion of this unit the student should be able to interpret teacher provided solution requirements to design, develop and evaluate a software solution using a programming language
- exam.

APPLIED COMPUTING

UNIT 2

Introduction

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Learning Focus

Area of Study 1 - Innovative Solutions

In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. The innovative solution may take the form of a proof of concept, prototype or product. Students choose one of the following topics to explore in greater detail:

- artificial intelligence, machine learning or neural networks
- assistive and wearable technologies or Internet of Things (IoT)
- creating with digital systems such as drones, microcontrollers, nanosatellites and robotic devices
- games development, multimedia programming or web authoring
- mixed realities such as augmented and virtual reality
- any other innovative digital solution.

Area of Study 2 - Network Security

In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students also develop an understanding of cybersecurity issues.

Assessments

- Outcome 1 - Innovative Solutions
 - On completion of this unit the student should be able to, in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system
- Outcome 2 - Network Security
 - On completion of this unit the student should be able to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information
- exam.

DATA ANALYTICS

UNIT 3

Pathway Requirements

It is possible to select Unit 3 Data Analytics without having completed Applied Computing Units 1 & 2. However, any student in this category must seek advice from the Head of Faculty. Students must undertake Unit 3 prior to undertaking Unit 4.

Introduction

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.

Learning Focus

Area of Study 1 - Data Analytics

In a world of big data about what humans do. It is an important skill to visualise this data for useful purposes. In this area of study students access, select and extract authentic data from large data repositories. They manipulate the data to present findings as data visualisations. Students develop software solutions using database, spreadsheet and data visualisation software tools.

Area of Study 2 - Data Analytics: Analysis and Design (using computing for research)

In the digital age, using computing for research is an important skill. In this area of study students, individually, determine and propose a research question and collect and analyse data. Students generate design ideas for creating their database and/or spreadsheet solutions and infographics or dynamic data visualisations to present findings.

Assessments

- Outcome 1 - Data Analytics
 - On completion of this unit the student should be able to extract data from large repositories and manipulate, and apply a range of functions to develop software solutions to present findings
- Outcome 2 – Data Analytics: Analysis and Design
 - On completion of this unit the student should be able to propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

DATA ANALYTICS

UNIT 4

Introduction

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Learning focus

Area of Study 1 - Data Analytics: Development and Evaluation

In this area of study students develop the design they prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations that address a research topic or question. Students learn to use effective designs and clarity of messages as key features of infographics and dynamic data visualisations, which are designed to communicate findings intended for a target audience. Students use software tools and functions of database and/or spreadsheet software and data visualisation software to support the types of data being manipulated to transform the designs into infographics or dynamic data visualisations.

Area of Study 2- Cybersecurity: Data and Information Security

In this area of study students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information. They recommend strategies to reduce the threats to data and information, taking into account the key legal requirements and any ethical issues faced by the organisation.

Assessments

- Outcome 1 - Development and Evaluation
 - On completion of this unit the student should be able to develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress
- Outcome 2 – Cybersecurity: Data and Information Security
 - On completion of this unit the student should be able to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

SOFTWARE DEVELOPMENT

UNIT 4

Pathway Requirements

It is possible to select Unit 3 Software Development without having completed Applied Computing Units 1 & 2. However, any student in this category must seek advice from the Head of Faculty. Students must undertake Unit 3 prior to undertaking Unit 4.

Introduction

In this unit students apply problem-solving methodology to develop working software modules using a programming language. They also identify a real world need or opportunity and begin to analyse and design a solution.

Learning focus

Area of Study 1 – Software Development: Programming

In this area of study students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

Area of Study 2 – Software Development: Analysis and Design

In this area of study students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

Assessment

- Outcome 1 – Programming
 - On the completion of this unit, the student will be able to interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules
- Outcome 2 – Analysis and Design
 - On the completion of this unit, the student will be able to analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

SOFTWARE DEVELOPMENT

UNIT 4

Introduction

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Area of Study 1 – Software Development: Development and Evaluation

In this area of study students develop the design they prepared in Unit 3, Area of Study 2, into a software solution that meets an identified need or opportunity by applying the problem-solving stages of development and evaluation.

Area of Study 2 – Software Development: Software Security

In this area of study students apply systems thinking skills when analysing and evaluating software development security strategies within an organisation, and when recommending a risk management plan to improve current practices.

Assessment

- Outcome 1 – Development and Evaluation
 - In this unit, students develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.
- Outcome 2 – Software Security
 - In this unit, students respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

LOTE

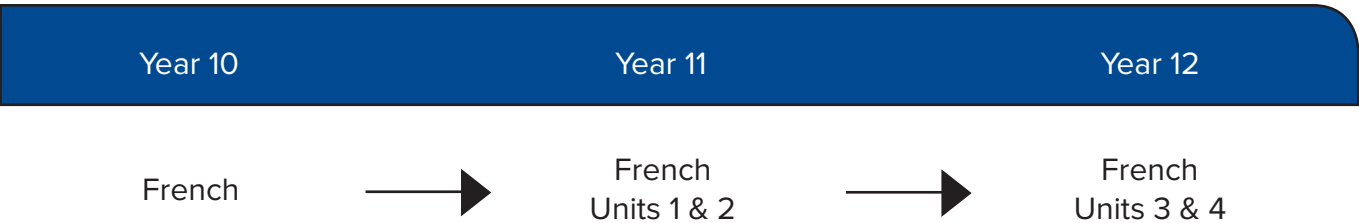
(Languages Other than English)

LOTE (LANGUAGES OTHER THAN ENGLISH)

Japanese



French



JAPANESE

YEAR 10

Introduction

Entry requirement for Year 10 is that students should have studied Japanese in Year 9.

Introduction

The study of another language has long been considered an essential ingredient in a properly balanced education and every student has much to gain from it. It introduces students to a wider linguistic and cultural environment and fosters a sense of international and multicultural understanding and tolerance. It also develops an awareness of the importance of effective communication.

With Australia's growing involvement in Asia with trade, diplomacy and tourism, there has been increasing emphasis on the development of communication skills in Asian languages other than English. To this end, the study of Japanese has become an important focus. Through their study of Japanese, students will broaden their horizons, develop an appreciation of other nationalities and learn about the rich culture of Japan.

Year 10 Japanese is a full year subject and is a preparatory year for entrance into Year 11 VCE Japanese Unit 1. At the completion of Year 10, students will be able to use Japanese language communicatively as they expand their vocabulary and use grammatical structures through listening, speaking, reading and writing, and be ready to undertake Year 11 VCE Japanese.

Learning focus

Linguistic and cultural elements are taught and learned within the following topic areas:

- Japanese food and ordering
- Japanese school/exchange students
- giving directions and getting around town
- sports and sporting heroes
- part-time employment and job interviews
- Japanese media.

Assessment

Assessment will be continuous throughout the subject and will consist of the following:

- unit tests, vocabulary and script quizzes
- written and aural/oral exam
- oral exam
- cultural and language-based assignments.

FRENCH

YEAR 10

Pathway requirements

Entry requirement for Year 10 is that students should have studied French in Year 9. Students may also enter French Year 10 in semester 2 providing they undertake a bridging subject at the end of semester 1. (Further advice can be sought from the French faculty about student suitability for semester 2 entry).

Introduction

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

French uses the same Roman alphabet as English and there are many similarities between the two grammatical systems, such as the basic subject-verb-object order.

The study of French exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

Year 10 French is a full year subject. At the completion of Year 10, students will have well developed listening, speaking, reading and writing skills in French through a variety of topics.

Learning focus

Linguistic and cultural elements are taught and learned within the following topic areas:

- the individual - daily life, situations
- the French-speaking communities - francophone cultures
- the world around us – travel, social issues, an ideal world.

Assessment

Assessment will be continuous throughout the subject and will consist of the following:

- unit tests and quizzes
- written, oral and aural exam.

JAPANESE

UNITS 1 & 2

Pathway requirements

Entry requirement for Unit 1 is that students should have achieved a grade of D or better in Year 10. Students may also enter Unit 1 with the requirements that they have achieved a grade of C or better in Year 9 and complete a bridging subject before the start of Unit 1 as well as consultation with the Head of Japanese. Students may also enter Unit 2 (without completing Unit 1) with the requirements that they have achieved a grade of C or better in Year 10 and complete a bridging subject at the end of semester 1 as well as consultation with the Head of Japanese.

Introduction

Units 1 & 2 are designed to enable students to use Japanese to communicate with others; understand and appreciate the cultural context in which Japanese is used; understand their own culture/s through the study of other cultures; understand language as a system; make connections between Japanese and English and/or other languages; apply Japanese to work, further study, training or leisure. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

Learning focus

The areas of study for Japanese are comprised of themes and topics. They are common to both units of study and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

- the individual (eg. personal world, leisure, family)
- the Japanese-speaking communities (eg. visiting Japan, life in Japan, famous or significant Japanese people)
- the world around us (eg. environment, technology and changes in family life).

Unit 1

Students are required to demonstrate achievement of three outcomes:

- to exchange meaning in a spoken interaction in Japanese
- to interpret information from spoken and written texts on the same subtopic presented in Japanese, and respond in writing Japanese and in English
- to present information, concepts and ideas in written Japanese on the selected subtopics for specific audience and purpose.

Unit 2

Students are required to demonstrate achievement of three outcomes:

- to respond in writing in Japanese to spoken or written texts presented in Japanese
- to analyse and use information from written, spoken or visual texts to produce extended written responses
- to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

Assessment

Students are required to demonstrate achievement of the following assessment tasks:

- writing tasks (e.g. letter/journal/review/story etc)
- listen to spoken texts, read written Japanese (and with possible visual aids) and respond to questions in Japanese and in English
- oral presentation (e.g. speech/conversation/interview/role play)
- semester exam (written as well as oral)
- regular quizzes.

FRENCH

UNITS 1 & 2

Pathway requirements

Entry requirement for Unit 1 is that students should have achieved a grade of D or better in Year 10.

Introduction

In these units, students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through French and consolidated and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products and practices may include stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts.

Learning focus

The study of French is comprised of themes and topics.

- the individual (personal identity and lifestyles, relationships, aspirations, education and careers)
- the French-speaking communities (the francophone world, historical perspectives, French cultural perspectives)
- the world around us (global and contemporary society, communication and media, technology and science).

Assessment of Unit 1

Students are required to demonstrate achievement of three outcomes. As a set, these outcomes encompass the areas of study in the unit:

- Area of Study 1: Interpersonal Communication. Outcome 1: Exchange meaning in a spoken interaction in French
- Area of Study 2: Interpretive Communication. Outcome 2: Interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English
- Area of study 3: Presentational communication. Outcome 3: Present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose. The presentation will feature cultural products or practices from French-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Assessment of Unit 2

Students are required to demonstrate achievement of three outcomes. As a set, these outcomes encompass the areas of study for this unit:

- Area of study 1: Interpersonal Communication. Outcome 1: Respond in writing in French to spoken, written or visual texts presented in French
- Area of study 2: Interpretive Communication. Outcome 2: Analyse and use information from written, spoken or visual texts to produce an extended written response in French
- Area of study 3: Presentational communication. Outcome 3: Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

JAPANESE

UNITS 3 & 4

Pathway requirements

Students must have completed Japanese Units 1 & 2.

Note: All students undertaking Units 3 & 4 as a second language must apply in writing to VCAA each year. Applications usually close in mid-September every year. Forms are obtainable from the Head of Teaching and Learning.

Introduction

Units 3 & 4 are designed to enable students to use Japanese to communicate with others; understand and appreciate the cultural context in which Japanese is used; understand their own culture/s through the study of other cultures; understand language as a system; make connections between Japanese and English and/or other languages; apply Japanese to work, further study, training or leisure.

Learning focus

- the areas of study for Japanese are comprised of themes and topics.
- the individual (e.g. personal world, casual work, social relationships)
- the Japanese-speaking communities (e.g. traditional culture, life in Japan, famous or significant Japanese people)
- the world around us (e.g. environment, social media and advertisements).

Unit 3

For this unit, students are required to demonstrate achievement of three outcomes:

- to participate in a spoken exchange in Japanese to resolve a personal issue
- to interpret information from texts and write responses in Japanese
- to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Unit 4

For this unit, students are required to demonstrate achievement of two outcomes:

- to share information, ideas and opinions in a spoken exchange in Japanese
- to analyse information from written, spoken and viewed texts for use in a written response in Japanese
- to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

Assessment of Unit 3

School-Assessed Subjectwork for Unit 3 will contribute 25 per cent to the final assessment.

- approximately 450ji (Japanese characters) personal, informative or imaginative written piece
- a response to specific questions, messages or instructions, extracting and using information requested
- a 3- 4 minute role play, focussing on the resolution of an issue.

Assessment of Unit 4

School assessed subjectwork for Unit 4 will contribute 25 per cent to the final assessment.

- a 450ji written response to specific audience and purpose, incorporating information from three or more texts
- a 500ji evaluative or persuasive piece of writing
- a 3-4 minute interview providing information and responding to questions about cultural product or practice.

End of year exam

The level of achievement for Units 3 & 4 will also be assessed by two end of year exams which will contribute 50 per cent to the final assessment.

An oral exam of 15 minutes and a two hour written exam.

FRENCH

UNITS 3 & 4

Pathway requirements

Must have studied French Units 1 & 2. Entry requirement for Unit 3 is that students should have achieved 50 per cent level and above in Units 1 & 2.

Introduction

In these units, students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Learning focus

The study of French is comprised of themes and topics. These are common to all units of study in VCE French and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

- the individual (personal identity and lifestyles, relationships, aspirations, education and careers)
- the French-speaking communities (the francophone world, historical perspectives, French cultural perspectives)
- the world around us (global and contemporary society, communication and media, technology and science).

Assessment of Unit 3

The student's level of achievement in Unit 3 will be determined by School-Assessed Subjectwork. Each task relates to the selected subtopic and is to be completed mainly in class and within a limited timeframe. All responses for this unit are to be in French. School-Assessed Subjectwork for Unit 3 will contribute 25 per cent to the study score.

- Area of study 1: Interpersonal Communication. Outcome 1: Participate in a spoken exchange in French to resolve a personal issue
- Area of study 2: Interpretive Communication. Outcome 2: Interpret information from texts and write responses in French
- Area of study 3: Presentational communication. Outcome 3: Express ideas in a personal, informative or imaginative piece of writing in French.

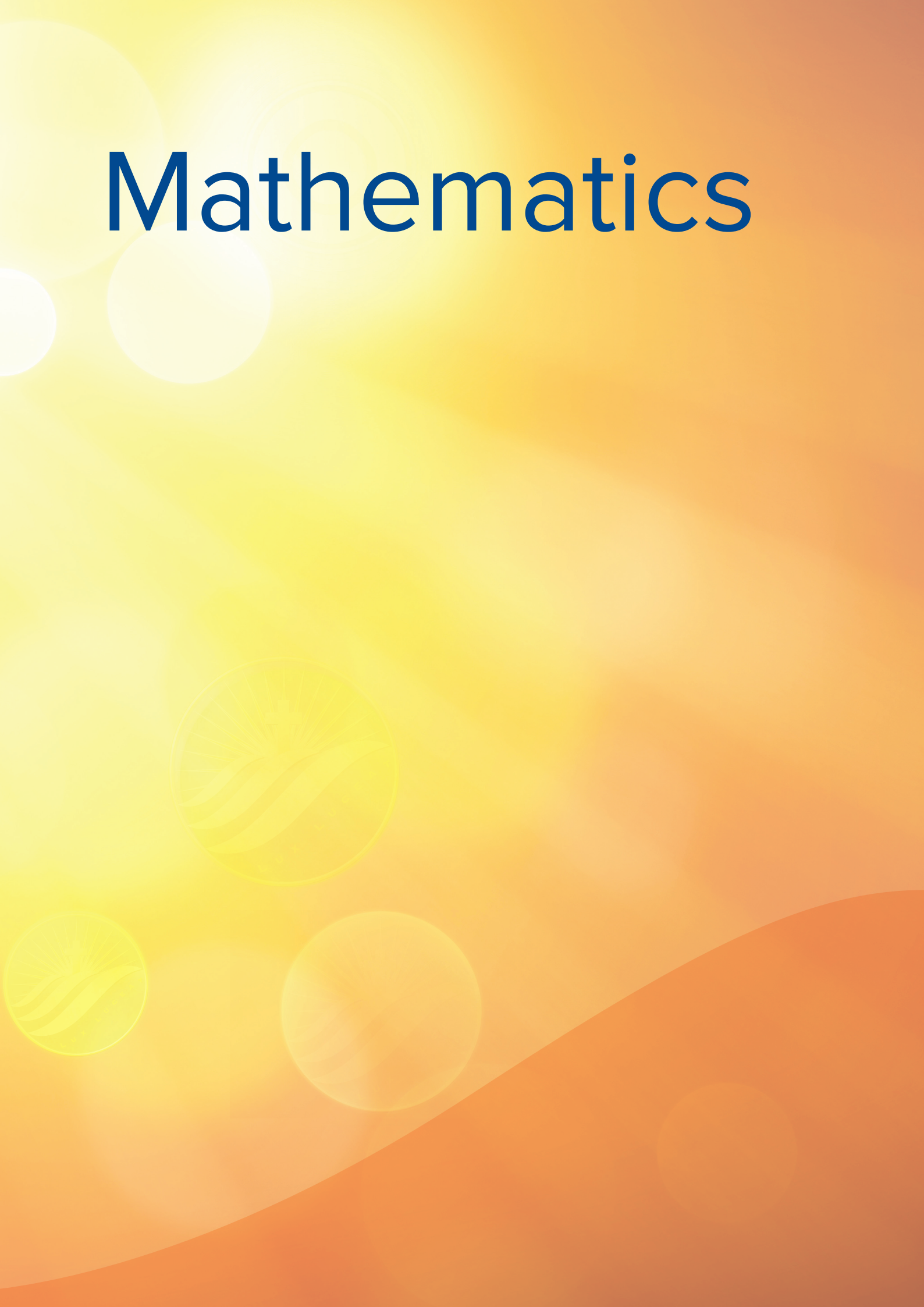
Assessment of Unit 4

Each task relates to the selected subtopic and is to be completed mainly in class and within a limited timeframe. All responses for this unit are to be in French. School-Assessed Subjectwork for Unit 3 will contribute 25 per cent to the study score.

- Area of study 1: Interpersonal Communication. Outcome 1: Share information, ideas and opinions in a spoken exchange in French
- Area of study 2: Interpretive Communication. Outcome 2: Analyse information from written, spoken and viewed texts for use in a written response in French
- Area of study 3: Presentational communication. Outcome 3: Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

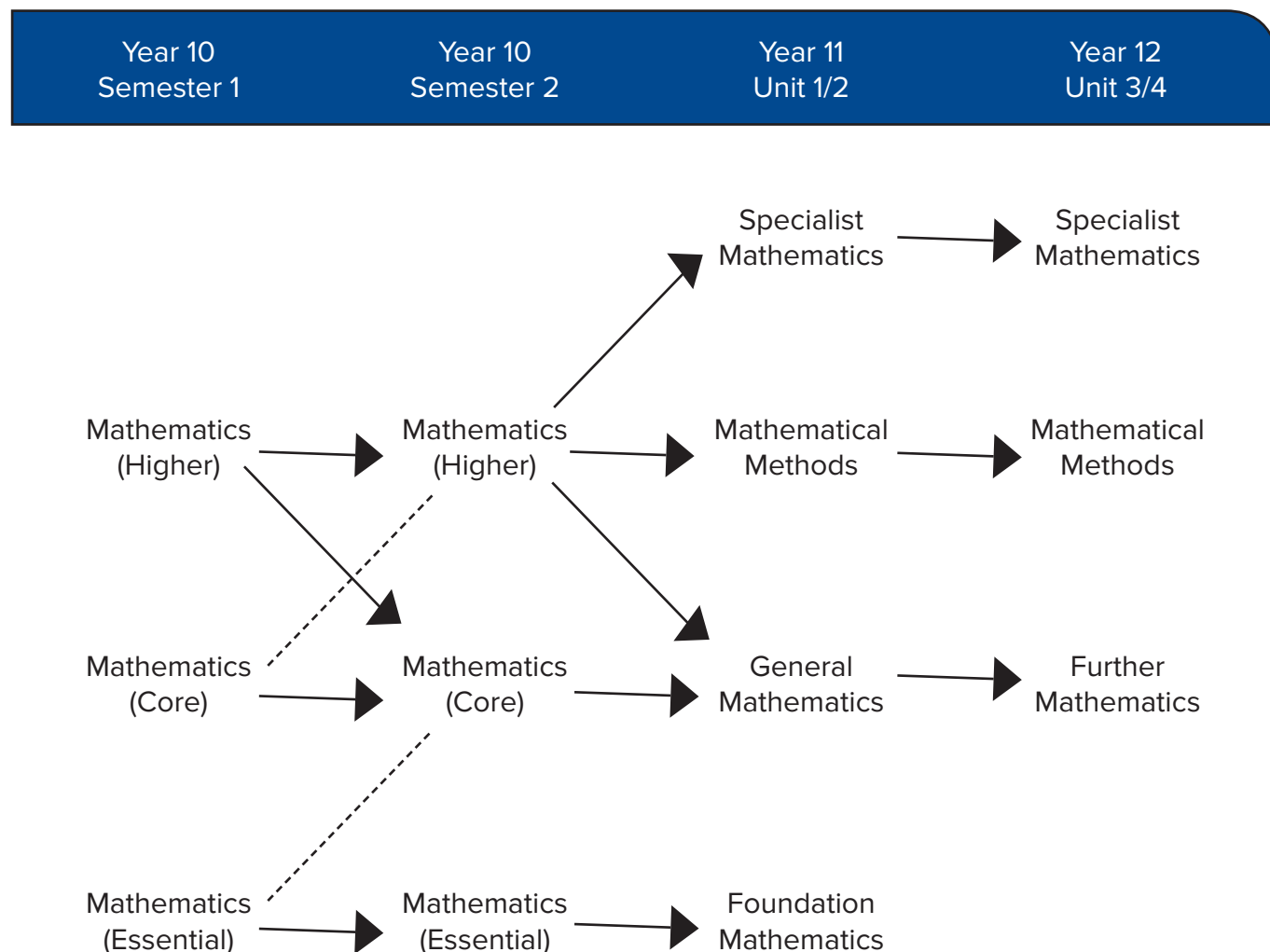
The level of achievement for Units 3 & 4 is also assessed by two end of year exams (oral and written) which will contribute 50 per cent to the study score.

Mathematics



MATHEMATICS

The mathematics program is designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society. This includes developing the confidence to make effective use of mathematical ideas and techniques, including the use of technology wherever appropriate (CAS calculator technology is incorporated into the program at all levels); also to appreciate the rigour and power of mathematics generally. The subject provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous.



Please note, that although not shown on the flowchart above, enhancement of the VCE Mathematics program is possible. Interested students must apply to the Head of the Mathematics Department.

To guide students in their choice of mathematics units for the following year:

- each Year 9 student will receive notification of their recommended Year 10 mathematics program, based on their performance in Year 9 Mathematics (to date)
- each Year 10 and 11 student will normally progress horizontally along their current row of the flow chart above. Students should only move diagonally after discussion with the Head of the Mathematics Faculty, Head of Teaching and Learning – Years 9 to 12, or Head of Senior School.

MATHEMATICS (HIGHER)

YEAR 10

Pathway requirements

A high level of understanding of the end of Year examination in Year 9 and a thorough understanding of the subjectwork.

Introduction

The intent of this Year 10 curriculum is to encourage the development of relevant concepts, as well as an appreciation of the interconnectedness of these concepts, to better prepare students intending to undertake Unit 1-4 calculus based mathematics subjects. Opportunities are sought to extend the more mathematically able students by using appropriate application tasks within each topic. A deeper understanding of mathematics in the curriculum enhances a student's potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

Learning focus

Number and algebra

- linear equations and modelling
- linear graphs
- simultaneous equations
- number systems
- indices and exponential functions
- quadratic functions and graphs.

Measurement and geometry

- Pythagoras and trigonometry
- geometry and measurement.

Assessment

- topic tests, homework assignments and application tasks 50 per cent
- exams (two per year) 50 per cent.

MATHEMATICS (CORE)

YEAR 10

Pathway requirements

A pass in Year 9 Mathematics.

Introduction

Core Mathematics will provide students an opportunity with a pathway to study VCE Mathematics and a pre-requisite for most university subjects. At the end of the subject of study, students will have the necessary background to begin studying Further Mathematics.

Learning focus

- linear equations and modelling
- linear graphs
- simultaneous equations
- financial mathematics
- Pythagoras and trigonometry
- geometry and measurement
- statistics.

Assessment

- topic tests, homework assignments and application tasks 50 per cent
- exams (two per year) 50 per cent.

MATHEMATICS (ESSENTIAL)

YEAR 10

Pathway requirements

Enrolment in Mathematics (Essential) assumes a familiarity with the key knowledge and skills from Year 9 Mathematics (Core).

Introduction

This curriculum focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Learning focus

- fractions
- percentages
- budgets
- measurement
- travelling
- ratios and proportion
- summary statistics
- area
- financial mathematics
- sport and fitness
- tessellations and isometric drawings.

Assessment

- topic tests, homework assignments and application tasks 70 per cent
- exams (two per year) 30 per cent.

SPECIALIST MATHEMATICS

UNITS 1 & 2

Pathway requirements

Enrolment in Specialist Mathematics Units 1 & 2 assumes familiarity with the key knowledge and skills from Year 10 Mathematics (Higher). Students selecting Specialist Mathematics Unit 1 & 2 must also choose Mathematical Methods Unit 1 & 2.

Introduction

Specialist Mathematics Units 1 and 2 provide a subject of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Learning focus

- arithmetic and number
- geometry and measurement
- graphs of linear and non-linear relations
- algebra and structure
- discrete mathematics.

Assessment

- tests and analysis task 50 per cent
- exam 50 per cent.

MATHEMATICAL METHODS

UNITS 1 & 2

Pathway requirements

At least a C grade is required to secure automatic promotion from Year 10 Mathematics (Higher) into Unit 1 of Mathematical Methods.

Introduction

Unit 1 Mathematical Methods begins with a review of basic algebraic concepts and techniques required for a successful introduction to the study of calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. Average and instantaneous rates of change are introduced, and this is followed by the key concept of the derivative as an ‘instantaneous rate of change’. These are reinforced numerically, by calculating difference quotients, geometrically, as slopes of chords and tangents, and algebraically. The study of statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditioning and independence. Access to technology to support the computational aspects of these topics is assumed.

Learning focus

- functions and graphs
- algebra
- calculus
- probability and statistics.

Assessment

- tests and analysis tasks 50 per cent
- exams 50 per cent.

GENERAL MATHEMATICS

UNITS 1 & 2

Pathway requirements

Enrolment in General Mathematics Units 1 & 2 assumes familiarity with the key knowledge and skills from either Year 10 Mathematics (Core) or Year 10 Mathematics (Higher).

Introduction

General Mathematics is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems.

General Mathematics is designed for students who wish to undertake studies where mathematical knowledge facilitates problem solving and decision-making.

Learning focus

- arithmetic and number
- discrete mathematics
- geometry, measurement and trigonometry
- statistics.

Assessment

- tests and analysis tasks 50 per cent
- exams 50 per cent.

FOUNDATION MATHEMATICS

UNITS 1 & 2

Pathway requirements

Enrolment in Foundation Mathematics Units 1 & 2 assumes familiarity with the key knowledge and skills from either Year 10 Mathematics (Essential) or Year 10 Mathematics (Core).

Introduction

Foundation Mathematics focuses on using mathematics to make sense of the world. There is a strong emphasis on the use of mathematics in practical contexts in everyday life in the community, at work and at study. There is an emphasis on the use and application of information and communication technologies in the subject. The subject includes investigation of the application of mathematical understanding and skills in workplaces or community settings. This subject does not continue onto Unit 3.

Learning focus

- space, shape and design
- patterns and number
- data
- measurement.

Assessment

- assignments, tests and classwork 70 per cent
- exam 30 per cent.

SPECIALIST MATHEMATICS

UNITS 3 & 4

Pathway requirements

Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and skills from both Mathematical Methods Units 1 & 2 as well as Specialist Mathematics Units 1 & 2. Students selecting Specialist Mathematics Units 3 & 4 must have completed either Mathematical Methods Units 3 & 4 or have been studying it concurrently.

Introduction

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas.

Learning Focus

- functions and graphs
- algebra
- calculus
- vectors
- mechanics
- probability and statistics.

Assessment

- Unit 1 School-Assessed Subjectwork 17 per cent
- Unit 2 School-Assessed Subjectwork 17 per cent
- exam 1 22 per cent
- exam 2 44 per cent.

MATHEMATICAL METHODS

UNITS 3 & 4

Pathway requirements

Successful completion of Unit 1 & Unit 2 Mathematical Methods

Introduction

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Learning focus

- functions and graphs
- algebra
- calculus
- probability and statistics.

Assessment

- Unit 3 School-Assessed Subjectwork 17 per cent
- Unit 4 School-Assessed Subjectwork 17 per cent
- exam 1 22 per cent
- exam 2 44 per cent.

FURTHER MATHEMATICS

UNITS 3 & 4

Pathway requirements

Further Mathematics Units 3 & 4 assumes familiarity with the key knowledge and skills from General Mathematics Units 1 & 2.

Introduction

Further Mathematics focuses on using mathematics to solve problems in variety of practical contexts. It provides opportunities to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve comparing groups, investigating associations and analysing time series. It also provides an opportunity to analyse and solve a wide range of geometrical and financial modelling problems.

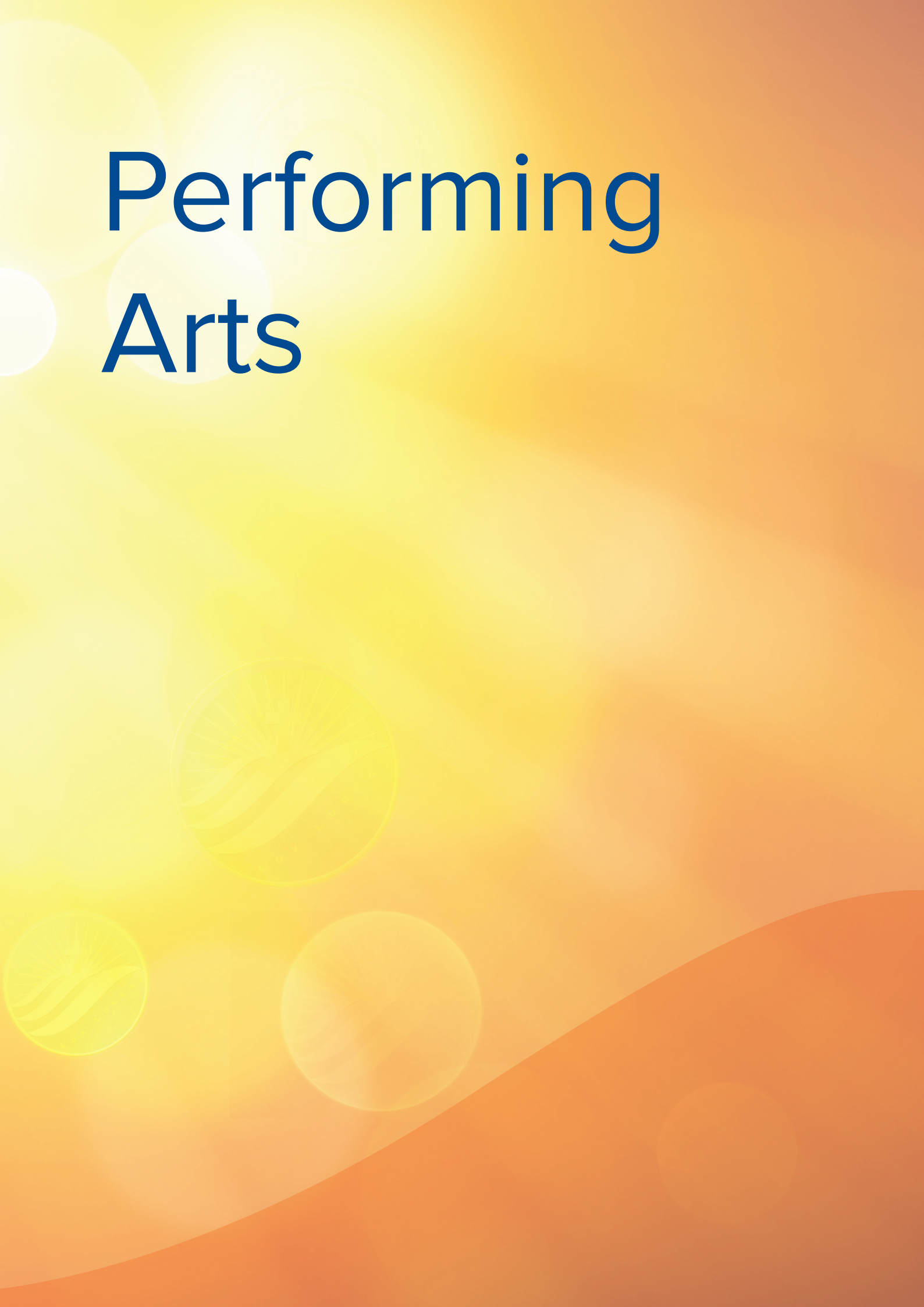
Learning focus

- data analysis (core)
- recursion and financial modelling (core)
- geometry and measurement
- matrices.

Assessment

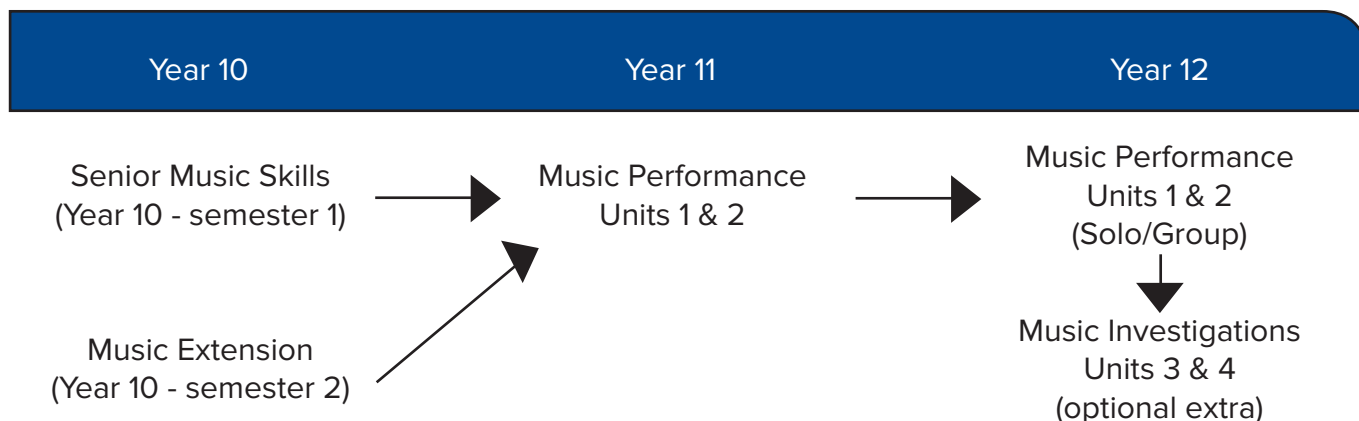
- Unit 1 School-Assessed Subjectwork 20 per cent
- Unit 2 School-Assessed Subjectwork 14 per cent
- exam 1 33 per cent
- exam 2 33 per cent.

Performing Arts

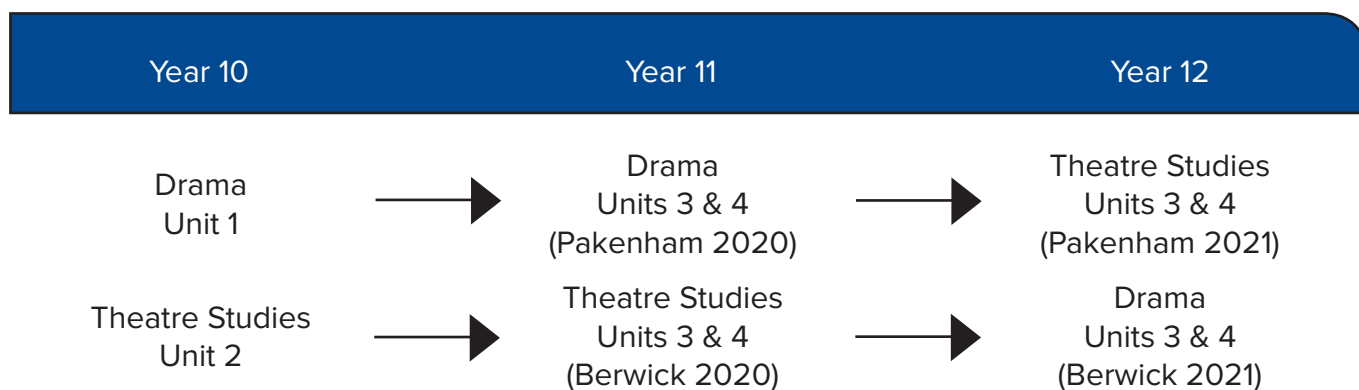


PERFORMING ARTS

Music



Drama



Dance



The performing arts department offers all students in Senior School a variety of challenging and exciting programs. All of these subjects can begin in Year 10 provided that interested students satisfy the entrance requirements relevant to each subject. It is of utmost importance that students are currently having practical lessons in their chosen field and meet an appropriate level of performance skills.

The pathway highly recommended for Music students is to start by studying both Year 10 Music subjects first, to allow for a solid grounding introduction, followed by the VCE programs in Years 11 and 12.

For Drama and Theatre Studies, students are encouraged to start Units 1 & 2 subjects in Year 10 so they can complete both Units 3 & 4 subjects in Years 11 and 12 as indicated above.

For Dance, students may start Units 1 & 2 Dance in either Year 10 or 11.

SENIOR MUSIC SKILLS

YEAR 10 - SEMESTER 1

Pathway requirements

No prerequisite, however, it is recommended that students should have one or two years of prior experience of playing an instrument or voice.

Introduction

Senior Music Skills is designed to allow students to develop their performance skills and techniques on their instruments and explore the style of jazz music. Students will undertake structured learning activities that will teach them about listening and analysis, aural and comprehension, and relevant music theory.

Senior Music Skills also develops the foundational musical knowledge and skills in preparation for the VCE music programs. The VCE music subjects are very demanding on the discipline of musical performance and theory and aural knowledge. Both Senior Music Skills and Music Extension are aimed in giving Year 10 students a pathway to achieving the best possible results in the VCE Music Performance subject.

This unit should be followed with Music Extension in semester 2, in preparation for entry into VCE Music Performance Units 1 to 4.

Learning focus

- development of performance skills
- theory, aural and analysis
- music styles.

This subject is designed to enable students to

- prepare and perform in a group setting
- develop their aural skills and knowledge of musical theory concepts
- develop their musical language vocabulary through listening to various styles of music
- identify different styles of jazz music.

Assessment

- semester performances and technique development
- exam
- test on jazz styles.

MUSIC EXTENSION

YEAR 10 - SEMESTER 2

Pathway requirements

It is highly recommended that students will have completed Year 10 Senior Music Skills in the first semester and should have one to two years of prior experience in playing an instrument or voice. Students taking this subject would be required to have regular instrumental lessons at the College or with a suitably qualified instrumental teacher. A good understanding of music theory and notation would be a considerable advantage.

Introduction

This subject is a continuation of Senior Music Skills in preparation to further study at VCE level of Music Performance.

Music Extension further develops previous musical knowledge and skills in preparation for VCE Music subjects. VCE Music subjects are very demanding with regards to the discipline of musical performance and the theory and aural components are also advanced. This subject aims to give Year 10 students a structured pathway and relevant learning tasks to assist them with achieving the best possible results in Music Performance Units 1 to 4.

Students' aural, theory and written analysis skills are developed through singing, critical listening and arrangement. The major focus of this subject is developing the students' instrumental technique and performance skills through group and solo performances in a variety of stylistic and historical settings.

Learning focus

- instrumental performance solo/group
- developing instrumental techniques
- theory, aural and analysis
- identifying different styles of classical music.

This subject is designed to enable students to:

- prepare and perform in both solo and group settings
- develop and demonstrate technical skills on their chosen instrument
- develop their aural skills and knowledge of musical theory concepts
- develop their musical language vocabulary through listening to various styles of music
- learn to analyse and critique music performances.

Assessment

- semester solo and ensemble performances
- theory, aural and analysis tests
- exam
- classical arrangement task.

DANCE

UNITS 1 & 2 (recommended Year 10)

Pathway requirements

It is recommended that students have three to four years dance and/or movement experience.

Unit 1 introduction

In this unit students explore the potential of the body as an instrument of expression and communication, in conjunction with the regular and systematic development of physical dance skills. They develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes. Students develop and perform movement studies and dances with cohesive compositions created through a range of choreographic processes. They acquire the knowledge of physiology, including care and maintenance of the body.

Learning focus

- dance perspectives
- choreography and performance
- dance technique and performance
- awareness and maintenance of the dancer's body.

Assessment

- text analysis
- solo creation and performance
- group learnt work performance
- anatomy and physiology test
- exam.

Unit 2 introduction

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy, choreographic devices and the study of form.

Students are introduced to a range of dance traditions, styles and works, dance from other cultures, musical theatre, tap, jazz, street performers, ballet choreographers and/or modern dance. Students complete structured improvisations and further develop skills in documenting and analysing the processes used in their own dance making and learnt movement vocabulary.

Learning focus

- dance perspectives
- choreography and performance and dance making analysis
- dance technique and performance and dance analysis.

Assessment

- dance perspective analysis
- choreography and performance of solo dance work
- performance and written report of group learnt work
- exam.

MUSIC PERFORMANCE

UNITS 1 & 2

Pathway requirements

Year 10 Music and/or approximately three to four years of prior instrumental music instruction is recommended, with the ability to perform at a Grade 5 or above AMEB standard (or equivalent). Approximately Grade 3 level AMEB Theory or Musicianship is also recommended. Students are expected to have regular instrumental music lessons.

Unit 1 introduction

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Learning focus

The study is made up of two units. This area of study encompasses:

- performance skill development
- music craft and music language for performance
- music theory and aural comprehension
- composition and improvisation.

Assessment

- group and solo performances
- technical performance assessment
- theory, aural and analysis
- exam.

Unit 2 introduction

In this unit students build their performance and musicianship skills. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice related technical work. Students also devise and perform an original composition.

Learning focus

- performance skill development
- music craft and music language for performance
- music theory and aural comprehension
- composition and improvisation.

Assessment

- group and solo performances
- technical performance assessment
- theory, aural, analysis and composition
- exam.

DRAMA

UNIT 1

Pathway requirements

It is preferable for students to have participated in Year 9 Drama, however not essential.

Introduction

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Learning focus

- ensemble/devised play-building techniques
- theatrical styles and conventions
- understanding and application of styles
- professional performance analysis.

Assessment

- creating a devised performance
- presenting and analysis of devised performance
- analysis of professional performance
- exam.

THEATRE STUDIES

UNIT 2

Introduction

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

Learning focus

- exploring modern theatre styles and conventions
- interpreting scripts
- analysing and evaluating a theatre production.

Assessment

- identifying and distinguishing theatre styles from scripts
- working creatively in production roles
- analysis and evaluation of professional performance
- exam.

MUSIC PERFORMANCE

UNITS 3 & 4

Pathway requirements

Approximately five years of prior instrumental or vocal music instruction is recommended, with the ability to perform at a Grade 5 or above AMEB standard (or equivalent). Approximately Grade 3 level AMEB Theory or Musicianship is also recommended. It is highly recommended that a student complete Music Performance Units 1 & 2 before enrolling in Music Performance Units 3 & 4. Students are expected to have regular instrumental music lessons.

Introduction

These units prepare students to present convincing performances of group and solo works. Students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances and communicate their understanding of the music style of each work. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis is works and performances by Australian musicians.

Learning focus

The study is made up of two units. This area of study encompasses:

- performing in both solo and group contexts
- developing optimum performance techniques
- improvisation and sight reading
- interpretation and development of musical language and structures
- aural comprehension
- music theory
- analysis of solo and ensemble works.

Assessment

- Unit 3 School-Assessed Subjectwork
- Unit 4 School-Assessed Subjectwork
- oral and written exam
- performance exam.

MUSIC INVESTIGATION

UNITS 3 & 4 (Pakenham only)

Pathway requirements

Approximately five years of prior instrumental or vocal music instruction is recommended, with the ability to perform at a Grade 5 or above AMEB standard (or equivalent). Approximately Grade 3 level AMEB Theory or Musicianship is also recommended. It is recommended that a student complete Music Performance Units 1 & 2 and Music Performance Units 3 & 4 before enrolling in Music Investigation Units 3 & 4. Students are expected to have regular instrumental music lessons.

NB. All students applying for this subject could be required to audition and interview with the Head of Performing Arts before entry into this subject will be approved.

Introduction

Music Investigation Units 3 & 4 involves both performance research in a focus area selected by the student and performance of works that are representative of that focus area. Students' research of music characteristics and performance practices representative of the focus area underpins the investigation, composition/arrangement/improvisation and performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Learning focus

- investigation (research)
- performance
- composition
- technical work.

Assessment

- Unit 3 School-Assessed Subjectwork
- Unit 4 School-Assessed Subjectwork
- performance exam.

DANCE

UNIT 3 & 4

Pathway requirements

It is highly recommended that students complete Units 1 & 2 VCE Dance with a minimum of three to four years dance and/or movement experience.

Units 3 & 4 introduction

Unit 3, student's focus on choreography, rehearsal and performance of a technique solo. Students also learn a group dance work created by another choreographer. Students further develop their understanding of choreographic skills through an analysis of ways that the expressive intentions chosen by choreographers of twentieth and/or twenty-first century solo dance works selected from the prescribed list of works Unit 3.

For Unit 4 students, focus on choreography, rehearsal and performance of a unified solo. Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of different types of group structures. Students also analyse the use of the elements of spatial organisation in a group dance work by a twentieth and/or twenty-first century choreographer selected from the prescribed list of works Unit 4. Influences on choices made by choreographers in both Units 3 & 4 works are also studied.

Learning focus

- dance perspectives Unit 3
- choreography, performance and dance-making analysis Unit 3 of skills based solo dance work
- dance technique, performance and analysis of a learnt dance work
- dance perspectives Unit 4
- choreography, performance and dance-making analysis of a compositional solo.

Assessment

- Units 3 & 4 School-Assessed Subjectwork
- performance exam (technique and compositional solo)
- written exam.

DRAMA

UNITS 3 & 4

(2020 Pakenham - 2021 Berwick)

Pathway requirements

It is recommended that a student completes Drama Unit 2 or Theatre Studies Unit 1 before undertaking Drama Units 3 & 4.

Introduction

The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

These units focus on non-naturalistic devised ensemble drama and the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Learning focus

- devising and presenting non-naturalistic performances
- responding to devised performances
- analysing non-naturalistic performances
- working with stimulus material.

Assessments

- development and presentation of character/s from ensemble performance
- analysis of the development and performance character/s from ensemble work
- an analysis and evaluation of a play selected from the Unit 3 playlist
- a short written statement that identifies the non-naturalistic qualities of their response to the stimulus material
- a one to three minute presentation of a solo response to stimulus material
- exam.

THEATRE STUDIES

UNITS 3 & 4

(2021 Pakenham - 2020 Berwick)

Pathway requirements

It is recommended that a student completes Drama Unit 1 or Theatre Studies Unit 2 before undertaking Theatre Studies Units 3 & 4.

Introduction

Unit 3 focuses on developing an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously not studied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a professional performance and analyse and evaluate the interpretation of the script in the performance.

Unit 4 focuses on studying a scene and an associated monologue. Students initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or a designer.

Learning focus

Unit 3

Producing theatre

- staging theatre
- interpreting a script
- analysing and evaluating theatre.

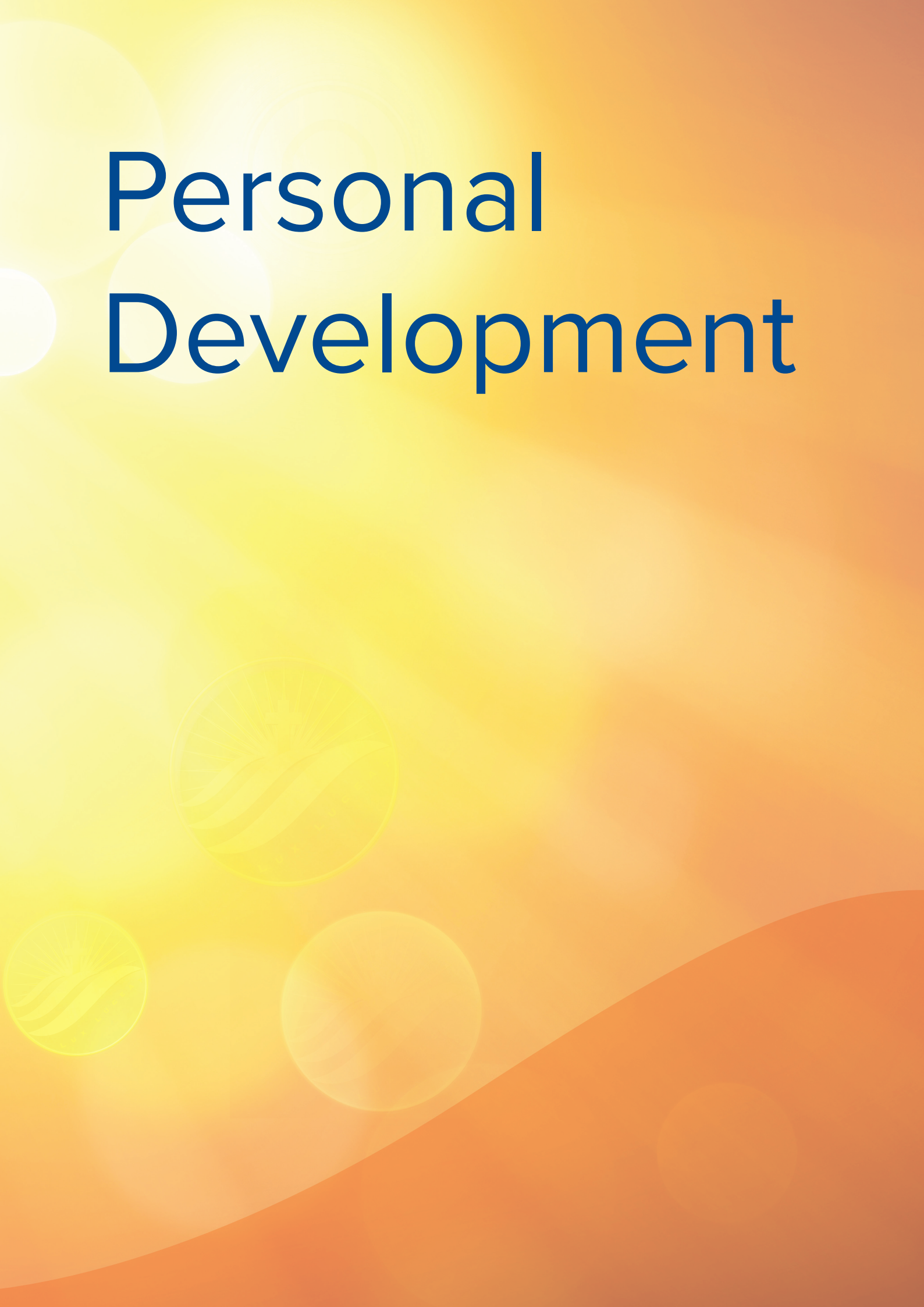
Unit 4

- researching and presenting theatrical possibilities
- interpreting a monologue
- analysing and evaluating a performance.

Assessment

- Unit 3 School-Assessed Subjectwork
- Unit 4 School-Assessed Subjectwork
- performance exam
- written exam.

Personal Development



PERSONAL DEVELOPMENT

Pathway opportunities

This subject has components that are taught for the whole year. This includes:

- Ethics and Life
- Physical Health and Wellbeing
- Learning Pathways (Careers).

Personal development is a lifelong process. This unit allows students to question, develop a conscience, investigate organisation and study skills, increases an awareness of developing a healthy lifestyle and map out a future pathway that focuses on their skills and qualities.

ETHICS AND LIFE

YEAR 10

Introduction

We live in a society that has a lot of different opinions and beliefs about what is right and wrong. In this subject, we seek to better understand what the issues are, why they are issues and what different 'voices' think about these issues. Through this subject you will consider the different views that people have, including a variety of religious and global perspectives, and develop the ability to use ethical theory to reflect on your own personal ethics. Topics that can be covered can include euthanasia, capital punishment, genetic engineering, abortion, animal rights, human rights, fair trade, relationship ethics, as well as looking at issues as they come up in the media. This subject can lead on to Units 3 & 4 of Religion and Society.

Learning focus

- the nature of our conscience. What is our conscience? How is my conscience formed? What happens when I'm in conflict with my conscience?
- factors involved in the process of ethical decision-making, including religious influences
- reflection on students' own conscience and ethical standards
- explore what happens when a person is in conflict with their conscience, and why ethical living can be challenging to carry out
- explore how a pluralist society can be a place of respectful differences of opinion and belief. Understanding the importance of the skill of hearing and appreciating different voices on issues studied
- understanding the key teachings of Christianity and other world religions on key ethical issues
- occupational codes of conduct in our modern society.

Assessment

Students have a number of assessment tasks over four terms to complete during this subject, as well as examinations.

The tasks include:

- analytical task on our conscience and its formation
- Investigative report applying an ethical decision-making model to a humanitarian issue
- group research and presentation on a bioethical issue
- research task related to relationship ethics
- reflection on a workplace code of conduct.

All tasks include a component of personal reflection and application to everyday life.

PHYSICAL HEALTH AND WELLBING

YEAR 10

Introduction

Physical Health and Wellbeing will investigate various aspects related to development of physical fitness, health, nutrition and wellbeing. Students will engage in a variety of physical activities, set individualised physical and nutrition-based goals, tailored to improving overall health and wellbeing. This will include involvement in a variety of practical classes based around developing personal fitness and healthy eating.

Personal health, fitness and wellbeing plays a vital role in our young people being engaged at school and support their ongoing physical and emotional development. This subject is the final year of compulsory Health and Physical Education for our students prior to commencing their VCE.

This is a year-long subject that is part of the core program designed to support our students in improving their personal fitness and become more aware of the components that contribute to their health and wellbeing. This subject includes a range of theory and practical sessions aimed at improving students' personal level of health, fitness and mental wellbeing.

The program will also support students preparing for a range of activities from the Year 10 outdoor education experience to House events such as House athletics and cross-country. This subject involves a range of activities that students are required to complete during class time. Opportunities are also made available for students to pursue fitness interests outside school.

Learning focus

- physical fitness
 - fitness tests – series of physical tests – help to establish their physical goal and areas for improvement and development
 - physical – fun – team activities and recreational-based classes
 - various training types to increase fitness (eg. circuits, boxing, spin, cardio, yoga, pilates, TRX)
 - development of personal training program.
- health and nutrition
 - nutrition for activity – healthy eating
 - nutritional health and body image
 - micro and macro nutrient balance.
- wellbeing
 - physical, health and cognitive balance
 - mindfulness
 - managing stress and anxiety
 - sleep and recovery.

Assessment

- nutrition assignment
- laboratories
- fitness testing
- practical participation.

LEARNING PATHWAYS (CAREERS)

YEAR 10

Introduction

Learning pathways are an individual's navigation through opportunities presented in formal learning institutions, the workplace, community organisations, specific skill development programs and life experiences.

Student's navigation of learning pathways will require the careful examination of their interests, abilities, values and lifestyle choices. Many programs are available for students to explore and analyse these important issues in the context of career choices.

Students are challenged to reflect, explore and investigate their own personal pathways through the provision of a structured framework that would include examining activities both within the school framework and the wider community.

Learning focus

- what is careers education
- what are the senior secondary learning options?
- how the VCE works
- examine tertiary studies options
- educational options
- personal self-management
- pathway options
- employability skills
- goal-setting.

Assessment

Through the subject students will reflect on their own personal learning journey and how it influences their post school pathway.

On completion of this unit students will be able to put together a Pathway Plan outlining their educational studies in relation to their post school options.

RELIGION AND SOCIETY

UNITS 3 & 4

Year 10

Year 11/12

Ethics and Life
(Religion and Society Unit 2)



Religion and Society
Units 3 & 4

Introduction

Across time and cultures, humanity has sought to understand big questions of life. These include, Where did we come from? Is there someone or something greater – an ultimate reality? What is the purpose of our existence? How do we explain death and what happens when we die? Religion has developed answers in the form of various beliefs and other aspects that have offered ways of establishing meaning for all of creation.

Unit 3 investigates the ways in which the human search for meaning is shaped by the teachings and practices of religious traditions. This unit focuses especially on how members of religious traditions find meaning through the beliefs and customs of their tradition. There is investigation between the personal life experience of adherents and their religious beliefs. We examine how religious beliefs may be communicated and expressed in ways such as formal statements of belief, sacred texts and religious writings, rituals, symbols and spirituality. At Beaconhills College we concentrate on the Judean-Christian tradition.

Unit 4 continues to explore the interaction over time of religious traditions and the societies of which they are a part. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. Students consider how some aspects of religion are more likely to be involved when taking a stance, such as distinctive beliefs, rituals, the application of ethical principles, the nature and role of authority. Students examine significant internal and external challenges to religious traditions, and how these have impacted Christianity today. They also consider the implications of religious belief for positions on current challenges arising from social and technological change.

Learning focus

- nature and purpose of religious beliefs; how religious beliefs relate to meaning of life and death; how religious beliefs are related to the relationship between reality and humanity
- how have religious beliefs been expressed through rituals, creeds, symbols, social structures and sacred texts?
- investigate significant persons with religious beliefs and how those beliefs relate to their important life experiences.

Assessment

Percentage contributions to the study score in Religion and Society are as follows:

- Unit 3 School-Assessed Subjectwork 25 per cent
- Unit 4 School-Assessed Subjectwork 25 per cent
- exam 50 per cent.

Science



SCIENCE

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps them to make informed decisions about issues, careers and further study.

If a single VCE science subject is to be chosen, then the following Year 10 pathways are highly recommended;

Single unit - science elective - Year 10 If only one VCE Unit 1-4 choice

Biology and Psychology	→	Psychology
Biology and Chemistry	→	Biology
Biology and Chemistry OR Physics and Chemistry	→	Chemistry
Physics and Chemistry	→	Physics

If multiple VCE science subjects are to be chosen in later years, then the combination of Year 10 science subjects are highly recommended;

Two units - science elective - Year 10 Multiple VCE Unit 1-4 choices

Biology and Chemistry AND Physics and Chemistry	→	Physics Chemistry Biology
Biology and Chemistry AND Physics and Chemistry	→	Biology Chemistry
	→	Physics Chemistry
	→	Biology Psychology

Accelerated pathway

Students wishing to undertake VCE Biology or Psychology in Year 10 should have achieved at least a grade of B or better in their Year 9 science subject. (Further advice can be sought from the science department about your suitability.)

Any accelerated options must be taken in conjunction with one Year 10 science module.

BIOLOGY AND CHEMISTRY

YEAR 10

Introduction

This elective is designed to offer students a greater exposure to the disciplines of biology and chemistry. It is an excellent grounding for students contemplating studying either of these subjects in Year 11.

Within the Biology component, students address the question of ‘What makes me, me?’ through an understanding of genetic inheritance. Further to this, students learn about how species (including humans) change over time through evolutionary processes.

Many of our daily interactions with the world are explainable through the laws of biology and chemistry and some of these will be investigated.

Learning focus

- genetics at the cellular level
- Darwin’s theory of evolution by natural selection
- standard chemical reactions and chemical equations
- comparing photosynthesis and cellular respiration and their role in biological processes
- the effect of temperature and enzymes on reaction rates.

Assessment

- Chemistry 30 per cent
- Biology 30 per cent
- exam 40 per cent.

BIOLOGY AND PSYCHOLOGY

YEAR 10

Introduction

This elective is designed to offer students a greater exposure to the disciplines of biology and psychology. It is an excellent grounding for students contemplating studying Psychology in Year 11.

Within the Biology component, students address the question of ‘What makes me, me?’ through an understanding of genetic inheritance. Further to this, students learn about how species (including humans) change over time through evolutionary processes.

Within the Psychology component, students approach psychological investigations using the scientific method. With a focus on specific research methods, students become familiar with the foundations of psychology as a science, providing them with a sound foundation for Units 1-4 Psychology. Finally, students explore various aspects of mental health and mental illness as a contemporary issue in current society, with a focus on the stigma around mental illness and ways to reduce this in society.

Learning focus

- genetics at the cellular level
- Darwin’s theory of evolution by natural selection
- psychology as a science
- mental health.

Assessment

- Biology 30 per cent
- Psychology 30 per cent
- exam 40 per cent.

PHYSICS AND CHEMISTRY

YEAR 10

Pathway requirements

A grade of C in Year 9 Science and Mathematics is highly recommended.

Introduction

Many of our daily interactions with the world are explainable through the laws of physics and chemistry. This subject is strongly recommended for students planning to study Physics or Chemistry in Year 11.

Learning focus

- standard chemical reactions and chemical equations
- electronegativity of ions and their effect on reaction rates
- the fundamentals of electricity and circuit analysis
- momentum and its conservation in systems
- forces and Newton's Laws of Motion

Assessment

- Physics 30 per cent
- Chemistry 30 per cent
- exam 40 per cent.

BIOLOGY

UNIT 1

Pathway requirements

Students with a grade of C or better in a Year 10 science subject are able to undertake this subject. However, students are encouraged to complete either the Year 10 Biology/Psychology subject, or the Year 10 Biology/Chemistry subject.

Introduction

In this unit students examine the cell as the structural and functional unit of life, and the requirements for sustaining cellular processes in terms of inputs and outputs. Students analyse types of adaptations that enhance the organism's survival and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored and how the planet's biodiversity is classified. An investigation of the factors that affect the growth of a population and a practical investigation related to the survival of an organism or species is also undertaken.

Learning focus

- how do organisms function?
 - cell size, structure and function
 - crossing the plasma membrane
 - energy transformations
 - functioning systems
- how do living systems sustain life?
 - survival through adaptations and regulation
 - organising biodiversity
 - relationships between organisms within an ecosystem
- practical investigation.

Assessment

For Outcomes 1 and 2

- annotations of practical work, activities or investigations
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

- a report of a student-designed or adapted investigation related to the survival of an organism or a species presented as a scientific poster
- exam.

Note: The specific assessment tasks may be changed.

BIOLOGY

UNIT 2

Introduction

In this unit students investigate the cell cycle and the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproduction and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies. Students investigate the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions, the uses of genetic screening and its social and ethical issues.

Learning focus

- how does reproduction maintain the continuity of life?
 - the cell cycle
 - asexual reproduction
 - sexual reproduction
 - cell growth and cell differentiation
- how is inheritance explained?
 - genomes, genes and alleles
 - chromosomes
 - genotypes and phenotypes
 - pedigree charts, genetic cross outcomes and genetic decision-making
- investigation of an issue.

Assessment

For Outcomes 1 and 2

- data analysis
- problem solving involving biological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

- a report of an investigation into genetics and/or reproductive science using an appropriate format
- exam.

Note: The specific assessment tasks may be changed.

CHEMISTRY

UNIT 1

Pathway requirements

For Unit 1 it is highly recommended that a student has completed the Physics/Chemistry or Biology/Chemistry elective in Year 10 and has achieved a grade of C or better. Students who are unable to complete the Physics/Chemistry or Biology/Chemistry Unit in Year 10 will be expected to undertake a bridging subject over the summer holidays.

Introduction

The development and use of materials for specific purposes is an important human endeavour. In this unit students use their knowledge of elements and atomic structure to explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. They investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials, the factors affecting their formation, and modifications to improve the properties of the materials.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Throughout the unit, students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and experimental data as well as to discuss chemical phenomena.

Learning focus

- knowledge of elements including their structure and position in the periodic table can help to explain the properties and versatility of:
 - metals
 - ionic compounds
 - molecular compounds
 - carbon lattices and carbon nanomaterials
 - organic compounds (including systematic nomenclature)
 - polymers
- atoms and compounds be quantified and equations can be written to represent a chemical reaction. Students are introduced to stoichiometry
- an independent research investigation is conducted where students apply critical and creative thinking skills, science inquiry skills and communication skill.

Assessment

For Outcomes 1 and 2, students will:

- maintain a log book of practical work
- complete problem-solving tasks involving chemical concepts, skills and issues
- complete tests comprising of multiple choice, short answer and extended response questions
- complete an exam.

For outcome 3, students will:

- complete a detailed report and test on the investigation and presentation of scientific investigations and/or experiments.

CHEMISTRY

UNIT 2

Introduction

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, including its polar nature and intermolecular forces, the reactions that occur in water and the various methods of water analysis.

In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox reactions. Students continue their calculations in chemistry, using a variety of analytical techniques and instrumental procedures, and then apply their findings to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations, and data from experiments to discuss chemical phenomena and explain observations.

Learning focus

- how substances interact with water in terms of:
 - properties of water
 - water as a solvent
 - acid-base (proton transfer) reactions in water
 - Redox (electron transfer) reactions in water
- how substances in water are measured and analysed including
 - water sample analysis
 - measurement of solubility and concentration
 - analysis for salts in water
 - analysis for organic compounds in water
 - analysis for acids and bases in water
- practical investigation on water quality.

Assessment

For Outcomes 1 and 2, student requirements:

- maintain a log book of practical work
- problem solving tasks involving chemical concepts, data analysis, skills and/or issues
- tests comprising of multiple choice, short answer and extended response questions
- exam.

For Outcome 3

- A report of a student-designed quantitative laboratory investigation using an appropriate format to be decided in class. This may take the form of a digital presentation, oral communication, scientific poster or written report. This will be dependent on the investigation focus.

PHYSICS

UNIT 1

Pathway requirements

For Unit 1 it is recommended that a student has completed the Physics/Chemistry subject. A grade of C or better in the Physics/Chemistry Unit is expected.

Introduction

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the universe.

Learning focus

- how can thermal effects be explained?
 - thermodynamics principles
 - thermodynamics and climate science
 - issues related to thermodynamics
- how do electric circuits work?
 - concepts used to model electricity
 - circuit electricity
 - using electricity
 - electrical safety
- what is matter and how is it formed?
 - origins of atoms
 - particles in the nucleus
 - energy from the atom.

Assessment

- test 17 per cent
- assignment 16 per cent
- practical investigation 17 per cent
- exam 50 per cent.

PHYSICS

UNIT 2

Introduction

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, and sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable.

Learning focus

- how can motion be described and explained?
 - concepts used to model motion
 - forces, motion and momentum
 - energy, work and power
- a selection from;
 - what are stars?
 - is there life beyond earth's solar system?
 - how do forces act on the human body?
 - how can AC electricity charge a DC device?
 - how do heavy things fly?
 - how do fusion and fission compare as viable nuclear energy power sources?
 - how is radiation used to maintain human health?
 - how do particle accelerators work?
 - how can human vision be enhanced?
 - how do instruments make music?
 - how can performance in ball sports be improved?
 - how does the human body use electricity?
- a student designed practical investigation taken from content in Area of Study 1 or 2.

Assessment

- test 10 per cent
- assignment 10 per cent
- practical investigations 30 per cent
- exam 50 per cent.

PSYCHOLOGY

UNIT 1

Introduction

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

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

Learning focus

- how does the brain function?
 - role of the brain in mental processes and behaviour
 - brain plasticity and brain damage
- what influences psychological development?
 - the complexity of psychological development
 - atypical psychological development
- student-directed research investigation.

Assessment

- brain structure 20 per cent
- test 20 per cent
- research investigation 20 per cent
- exam 40 per cent.

PSYCHOLOGY

UNIT 2

Introduction

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

Learning focus

- what influences a person's perception of the world?
 - sensation and perception
 - distortions of perception
- how are people influenced to behave in particular ways?
 - social cognition
 - social influences on behaviour
- student-directed practical investigation.

Assessment

- test 20 per cent
- media response 20 per cent
- research investigation 20 per cent
- exam 40 per cent.

BIOLOGY

UNITS 3 & 4

Pathway requirements

For Unit 3 & 4 it is recommended that a student has achieved a C grade or better in Unit 1 & 2 Biology.

Introduction

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit four explores the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, both genetic and environmental. An examination of the processes of evolution, including natural selection, for which variation is the raw material, leads to investigation of the origins and diversity of living organisms. Recent advances in technology, including biotechnology, are also considered.

Learning focus

- how do cellular processes work?
- how do cells communicate?
- how are species related?
- how do humans impact on biological processes?

Assessment

- Unit 3 School-Assessed Subjectwork: 16 per cent
 - reports of two practical activities that explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions
 - apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.
- Unit 4 School-Assessed Subjectwork: 24 per cent
 - a report using primary or second hand data analysing evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution
 - a response to an issue or a report of a laboratory investigation on describing how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society
 - assign and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.
- exam 60 per cent.

CHEMISTRY

UNITS 3 & 4

Pathway requirements

Students will need to have completed Units 1 & 2 Chemistry and have achieved a grade of C or above.

Introduction

In Unit 3 students investigate the global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

In Unit 4 students investigate the carbon atoms unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Learning focus

- what are the options for energy production?
- how can the yield of a chemical product be optimised?
- how can the diversity of carbon compounds be explained and categorised?
- what is the chemistry of food?
- a practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

Assessment

- Unit 3 School-Assessed Subjectwork 20 per cent
- Unit 4 School-Assessed Subjectwork 20 per cent
- exam 60 per cent.

PHYSICS

UNITS 3 & 4

Pathway requirements

For Unit 3 & 4 it is recommended that a student has achieved a C grade or better in Unit 2 Physics. Unit 2 must be completed before attempting Units 3 & 4.

Introduction

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In Unit 4, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Learning focus

- how do things move without contact?
 - fields and interactions, effects of fields, application of field concepts
- how are fields used to move electrical energy?
 - generation of electricity, transmission of electricity
- how fast can things go?
 - Newton's laws of motion, Einstein's theory of special relativity, relationships between force, energy and mass
- how can waves explain the behaviour of light?
 - properties of mechanical waves, light as a wave
- how are light and matter similar?
 - behaviour of light, matter as particles or waves, similarities between light and matter, production of light from matter
- practical investigation.

Assessment

- Unit 3 School-Assessed Subjectwork 21 per cent
 - analysis of fields outcome 7 per cent
 - electrical generation and distribution 7 per cent
 - motion investigation 7 per cent
- Unit 4 School-Assessed Subjectwork 19 per cent
 - behaviour of light analysis 6 per cent
 - wave particle duality analysis 6 per cent
 - experimental poster 7 per cent
- exam 60 per cent.

PSYCHOLOGY

UNITS 3 & 4

Pathway requirements

For Unit 3 & 4 it is recommended that a student has achieved a C grade or better in Unit 2 Psychology.

Introduction

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capabilities and changed behaviours. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Learning focus

Unit 3

- the nervous system and how it enables psychological functioning
- memory and learning.

Unit 4

- levels of consciousness, mental processes and behaviour
- mental wellbeing
- practical investigation.

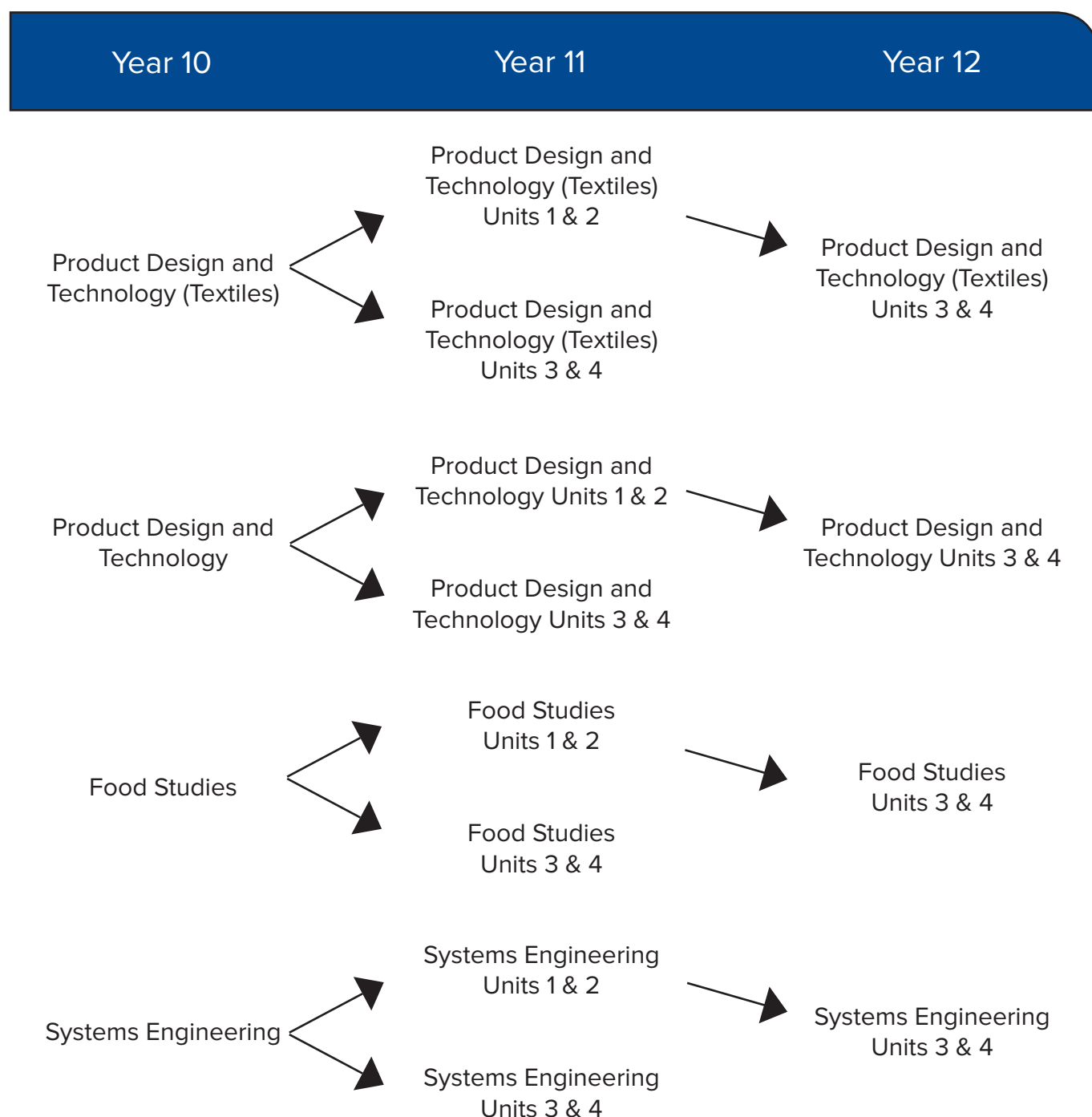
Assessment

- Unit 3
 - Outcome 1: analysis the structure and function of the nervous system
 - Outcome 2: evaluation of the biological and psychological explanations of memory.
- Unit 4
 - Outcome 1: analysis and evaluation of consciousness and the nature of sleep
 - Outcome 2: application of the biopsychosocial approach
 - Outcome 3: a practical investigation presented as a scientific poster.
- exam

Technology



TECHNOLOGY



Students wishing to undertake VCE Units in any technology subject in Year 10 should have achieved at least 70 per cent or better grades in the technology subjects of Year 9.

It is highly recommended that students have completed Units 1 & 2 of any of the technology subjects before commencing Units 3 & 4, however, students may study Units 3 & 4 having achieved an 80 per cent or better in Year 10, or with the recommendation of the Head of Technology department.

PRODUCT DESIGN AND TECHNOLOGY

YEAR 10

Pathway requirements

No prerequisites required.

Introduction

Without the study area of Product Design and Technology our world would not be as it is today. Every man-made object has been designed, planned and then produced, mostly to solve real problems. The aim of Product Design & Technology is to give students the experience of designing and making products used in our world and an understanding of the effects the manufacture of these products has on our society. This elective subject is designed to prepare students for entry into VCE Product Design & Technology.

Learning focus

The Year 10 Product Design & Technology is project-based. Design problems are defined and students develop suitable solutions that can be used as the basis for designing and making. Key topics are:

- use of the design process to investigate design problems and offer solutions
- presentation techniques and drawing skills to enable effective communication of ideas
- exploring a wide range of materials (including wood, metals and plastics) and how they can be used to create effective products
- safe and effective use of machines, tools and processes to make products
- computer aided design and manufacture.

Assessment

- design portfolios
- production of designed items
- exam.

SYSTEMS ENGINEERING

YEAR 10

Pathway requirements

No prerequisites required.

Introduction

Systems Engineering is a largely hands-on subject that seeks to develop an understanding of electronics and how circuits are used in everyday life. Students follow the Systems Engineering process to design, construct and test a system in order to benefit the lives of users. The students also complete a design portfolio that documents the processes followed in developing and constructing their project.

Year 10 Systems Engineering leads directly to Unit 1 Systems Engineering. Some students who achieve excellent results in Technology, Mathematics and Science may seek to study VCE Systems Engineering in Year 10 and 11 without completing the Year 10 subject.

Learning focus

- identification and function of a variety of electronic components
- assembling and soldering components to a printed circuit board
- fault finding in a malfunctioning circuit
- testing components
- considering a wide range of variables in defining a design project
- quick, freehand sketching to communicate design ideas
- using 2D drawings to document the size and shape of product parts
- safe and effective use of a variety of hand and power tools
- computer aided design and manufacture.

Assessment

- design folio
- production
- exam.

FOOD STUDIES

YEAR 10

Pathway requirements

No prerequisites required.

Introduction

Food Studies is a practical-based subject, ultimately offering a life skill to students; learning how to confidently cook. Furthermore, it develops skills for entry into VCE studies. Students will gain confidence in the handling and preparation of food, and learn about the characteristics of different food products. Students will also learn basic digestion, nutrition, and healthy eating patterns.

Learning focus

The practical skill of cookery will be linked to the following areas of knowledge:

- hygiene and safety
- designing solutions
- influences on Australian eating patterns
- healthy eating.

Assessment

- practical component (include written responses to practical activities)
- design briefs
- exam.

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

YEAR 10

Pathway requirements

No prerequisites required.

Introduction

This elective subject is designed to prepare students for entry into VCE Product Design and Technology - Textiles. Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designer-makers use processes to develop products that fulfil human needs and wants. Students assume the role of a designer-maker and develop knowledge and skills to produce effective, creative responses to design challenges.

Learning focus

Year 10 Design Technology (Textiles) is project-based. Design problems are defined and students develop suitable solutions that can be used as the basis for designing and making. Key topics are:

- use of the design process to investigate design problems and offer solutions
- presentation techniques and drawing skills to enable effective communication of ideas
- exploring a wide range of materials and how they can be used to create effective products
- safe and effective use of machines, tools and processes to make products.
- skilful manufacture.

Assessment

- design portfolio
- production
- exam.

PRODUCT DESIGN AND TECHNOLOGY

UNITS 1 & 2

Pathway requirements

It is recommended that students have completed the Year 10 Product Design & Technology subject.

Unit 1 introduction

Design often involves the refinement and improvement of existing products to fulfil human needs. This unit focuses on the analysis, modification and improvement of a current product in at least three distinct ways. The work of current designers and how they work through the design process to problem solve is covered, as well as the consideration of intellectual property and its implication to designers.

Students will choose a product for modification, analyse, redesign and manufacture their own interpretation of the product. Consideration of material properties and characteristics will also be examined.

Learning focus

- sustainable redevelopment of a product
- producing and evaluating a redesigned product or prototype
- product analysis
- the product design process.

Assessment

- project portfolio
- project production
- exam.

Unit 2 introduction

In this unit, students work together in small groups to design and construct a three dimensional solution or range of solutions for a given problem. This unit focuses on professional design practice where designers often work within a multi-disciplinary team. Other factors considered are the origins of products and the social and environmental constraints of the design process.

Learning focus

- designing within a team
- collaboration and ICT
- historical and/or cultural design movements or styles
- producing and evaluating a collaboratively designed product
- the product design process & influencing factors.

Assessment

- project portfolio
- project production
- exam.

SYSTEMS ENGINEERING

UNITS 1 & 2

Pathway requirements

It is recommended that students have completed the Year 10 Systems Engineering subject.

Unit 1 introduction

Unit 1 Systems Engineering focuses on mechanical systems and their real world applications. Students study the purpose, function and applications of systems such as gears, pulleys, cams and levers. For their major project, students apply their knowledge of mechanical systems and use the Systems Engineering process to design, document, build, and test a system that solves problems posed in the project brief. To document the processes used in developing their projects, students also produce a design portfolio.

Learning focus

- understanding the purpose, function and use of a variety of mechanical systems
- defining the requirements of a project using a design brief
- using sketches, mock-ups and mathematical calculations to develop design ideas.
- using Computer Aided Design (CAD) software to model and evaluate their design
- using CAD models and the laser cutter to produce parts for their project
- safe and effective use of hand and power tools in producing their project
- testing, evaluating and optimising their design for best possible performance.

Assessment

- project portfolio
- project production
- exam.

Unit 2 introduction

Unit 2 Systems Engineering focuses on electronic systems and their real world applications. Students study the purpose, function and application of a variety of electronic components and processes. For their major project, students evaluate a situation at home that would benefit from developing an innovative electronic system. Students then apply their electronic knowledge to design, produce, and test their intended electronic system to ensure it performs its desired functions. The students also produce a design portfolio documenting the steps taken in developing their electronic system.

Learning focus

- understanding the purpose, function and use of a variety of electronic components
- defining the requirements of a project using a design brief
- using Circuit Wizard software to develop and simulate electronic circuits
- using CAD data to produce a custom circuit board
- using CAD software to design, test and produce an enclosure for their electronic parts
- safe and effective use of hand and power tools in producing their project
- testing and evaluating their finished product.

Assessment

- project portfolio
- project production
- exam.

FOOD STUDIES

UNITS 1 & 2

Pathway requirements

It is highly recommended that students have successfully completed Food Studies in Year 10.

Unit 1 introduction

Students focus on food from historical and cultural perspectives through investigation of the origins of food through time and across the world, they examine the general progression of food from hunter-gatherer to today's urban living. Students look at changing Australian food patterns due to the influence of advances in food production, processing, manufacturing, technology and immigration. Students investigate cuisines that are part of Australia's culinary identity and reflect on the concept of a modern Australian cuisine.

Learning focus

- investigate the origins of food in Australia and the changing food patterns
- analyse Australia's culinary identity and how it has changed due to influences in society.

Assessment

- a range of practical and theoretical based assessments
- exam.

Unit 2 introduction

Students investigate commercial and small-scale food production systems in contemporary Australia, they gain insight into the roles that food industries have on the Australian economy, and investigate the ability of the industry to provide safe, high-quality food in the face of rising consumer demands. Students use practical skills and evaluation measures to compare their foods to these commercial products and consider the preparation of food in the home by analysing the benefits and challenges of practical food skills in daily life.

Learning focus

- analysing the supply and preparation of food in the Australian home
- investigating the benefits and challenges of practical food skills used in daily life
- using evaluation techniques to compare class products to commercially prepared food products
- investigation of food production industries in contemporary Australia.

Assessment

- design and develop practical food solutions in response to an opportunity or need
- exam.

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

UNITS 1 & 2

Pathway requirements

It is recommended that students have completed the Year 10 Product Design & Technology subject.

Unit 1 introduction

Design often involves the refinement and improvement of existing products to fulfil human needs. This unit focuses on the analysis, modification and improvement of a current product in at least three distinct ways. The work of current designers and how they work through the design process to problem solve is covered, as well as the consideration of intellectual property and its implication to designers.

Students will choose a product for modification, analyse, redesign and manufacture their own interpretation of the product. Consideration of material properties and characteristics will also be examined.

Learning focus

- sustainable redevelopment of a product
- producing and evaluating a redesigned product or prototype
- product analysis
- the product design process.

Assessment

- project portfolio
- project production
- written tasks
- exam.

Unit 2 introduction

In this unit, students work together in small groups to design and construct a three dimensional solution or range of solutions for a given problem. This unit focuses on professional design practise where designers often work within a multi-disciplinary team. Other factors considered are the origins of products and the social and environmental constraints of the design process.

Learning focus

- designing within a team
- collaboration and ICT
- historical and/or cultural design movements or styles
- producing and evaluating a collaboratively designed product
- the product design process and influencing factors.

Assessment

- project portfolio
- project production
- written tasks
- exam.

PRODUCT DESIGN AND TECHNOLOGY

UNITS 3 & 4

Pathway requirements

It is highly recommended that students have completed Units 1 and 2.

Introduction

Unit 3 concentrates on the design folio for the product manufactured in Unit 4. It is an end-user focussed project using the full range of design processes and techniques covered in Units 1 & 2. Investigation into technology in industrial settings also takes place. Unit 4 focuses on the manufacture of the product designed in Unit 3. Product promotion and evaluation are also undertaken.

Learning focus

- the designer, and end-user in product development
- product development in industry
- designing for others
- product analysis and comparison
- production work
- evaluation of the product and processes
- product presentation.

Assessment

- Unit 3 School-Assessed Subjectwork 12 per cent
- Unit 4 School-Assessed Subjectwork 8 per cent
- School-Assessed Task 50 per cent
- exam 30 per cent .

SYSTEMS ENGINEERING

UNITS 3 & 4

Pathway requirements

It is highly recommended that students have completed Units 1 and 2.

Introduction

In these units, students consolidate and extend their knowledge of mechanical and electronic systems by studying their purpose, function and use in integrated, electromechanical systems. Students apply this knowledge in developing an integrated, electromechanical system over the duration of the subject. Possible projects include remote controlled aircraft, computer controlled power tools, robots, pinball machines and interactive lighting displays however the requirements are very broad allowing for projects that are closely aligned to students' individual interests. Safety of the finished products is a key consideration throughout the whole project.

Learning focus

- functions and applications of mechanical and electronic systems
- renewable energy technologies
- new and developing technologies and their potential future impacts on society
- using a design brief to define the requirements of a project
- independent research to gather project-related information
- use of sketches, mock-ups and computer aided simulations to develop design ideas
- documenting and budgeting the materials and components required to build their project
- producing a step-by-step process for building their project considering the safe use of the tools used in producing the project
- safe and effective use of a variety of hand and power tools
- devising and conducting testing and evaluation of their finished project.

Assessment

- Unit 3 School-Assessed Subjectwork 10 per cent
- Unit 4 School-Assessed Subjectwork 10 per cent
- Unit 3 & 4 School-Assessed Task 50 per cent
- exam 30 per cent.

FOOD STUDIES

UNITS 3 & 4

Pathway requirements

It is highly recommended that students have completed Units 1 & 2 of Food Studies.

Introduction

Unit 3 investigates the roles and influences of food, including how eating patterns, values and behaviours develop in social environments. Students will look at the science of food and how it can both nourish and harm our bodies along with the physiology of eating food and the microbiology of digestion. Unit 4 focuses on global and Australian food systems, including an investigation on environmental issues and sustainable futures in food production. Students will assess contemporary food fads, trends and diets and interpret food labels and food marketing.

Learning focus

- the science of food
- preparation and processing of foods
- food choice, health and wellbeing
- food environments and ethics
- navigating food information.

Assessment

- Unit 3 School-Assessed Subjectwork 30 per cent
- Unit 4 School-Assessed Subjectwork 30 per cent
- exam 40 per cent.

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

UNITS 3 & 4

Pathway requirements

It is highly recommended that students have completed Units 1 and 2.

Introduction

Unit 3 concentrates on the design folio for the garment/textile product manufactured in Unit 4. It is an end user-focused project using the full range of design processes and techniques covered in Units 1 & 2. Investigation into technology in industrial settings also takes place. Unit 4 focuses on the manufacture of the product designed in Unit 3. Product promotion and evaluation are also undertaken.

Learning focus

- the designer, client and/or end-user in product development
- product development in industry
- designing for others
- product analysis and comparison
- production work
- evaluation of the product and processes
- product presentation.

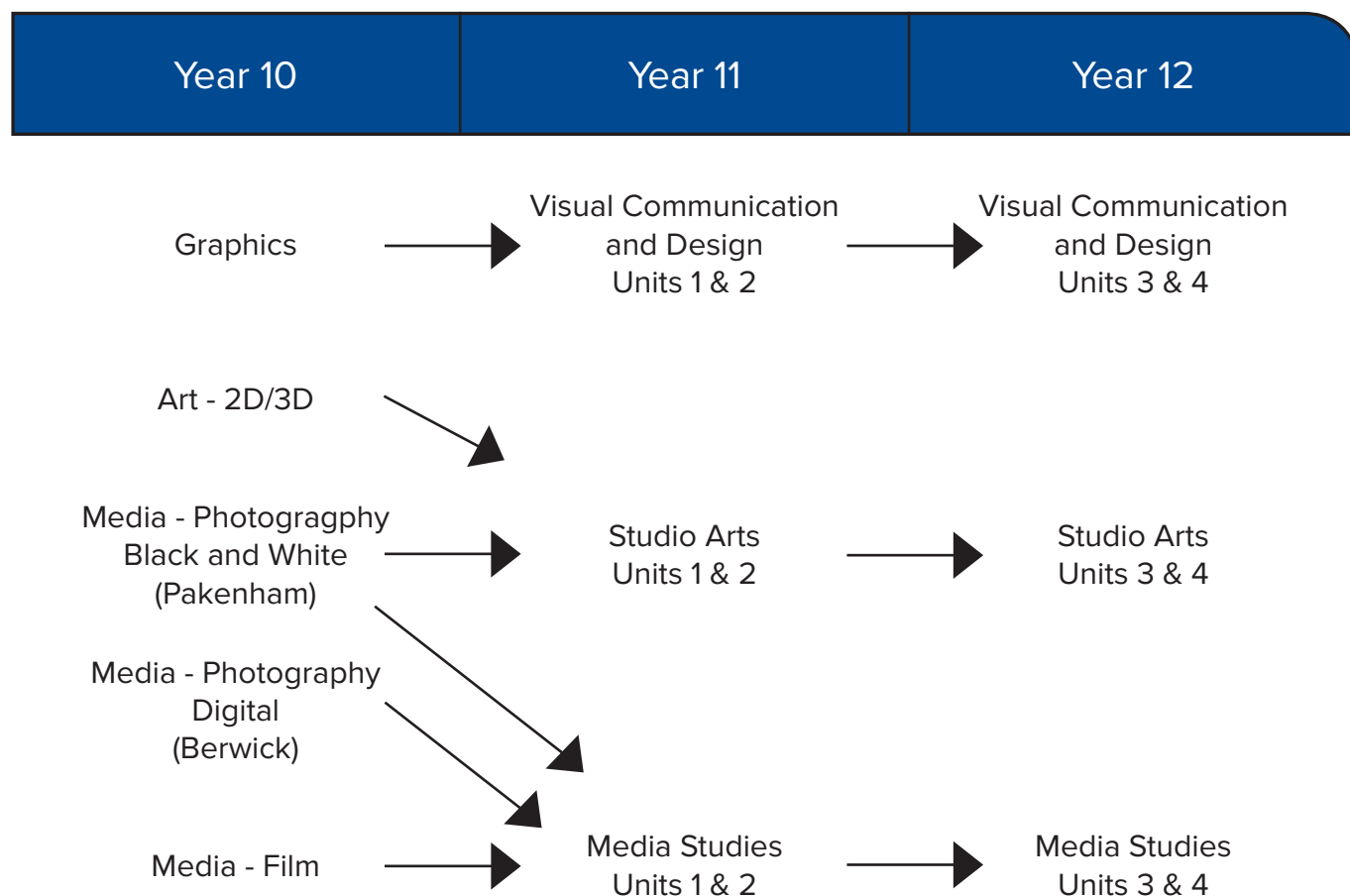
Assessment (overall for year)

- Unit 3 School-Assessed Subjectwork 12 per cent
- Unit 4 School-Assessed Subjectwork 8 per cent
- school-assessed task 50 per cent
- exam 30 per cent.

Visual Arts

The background features a warm gradient from yellow at the top to orange at the bottom. Several white circles of varying sizes are scattered across the upper half. A large, faint, circular watermark is centered in the middle, containing a stylized sunburst and wavy lines. A solid orange wavy shape curves along the bottom edge.

VISUAL ARTS



Entry requirements

Combinations of any of these subjects would be possible into VCE (Units 1 to 4) as such students should not feel limited to the choice of one over the other.

Each of these subjects compliment the others depending on what sort of practical focus the student wishes to apply to their artistic studies.

Students wishing to attempt multiple folio subjects should consult with the relevant subject teachers and the Careers Counsellor first.

ART

YEAR 10

Introduction

The arts are a fundamental means of expression and communication in all societies. Through the arts we gain a sense of our social and individual identity. The focus of this semester-based subject is on the development of skills required to generate folio-based back-up work. It is then extended into the creation of finished pieces of work. The theory aspect of this subject will see students working towards developing an understanding of analysing artwork.

Learning focus

- drawing and design is the basis of all projects undertaken
- examine the way in which art forms indicate how we see ourselves and how others see themselves
- use art elements, skills, techniques and processes (painting, printmaking, drawing, ceramics and sculpture) to structure visual artworks appropriate to chosen styles and media e.g. Painting in oils, portraits. Intaglio printing, etching, drypoint, aquatint
- identify, analyse and interpret visual artworks and discuss responses to these works.

Assessment

- development work
- folio of finished pieces
- theory work
- exam.

MEDIA (FILM)

YEAR 10

Introduction

Media products are representations of social, personal and cultural reality. The media represent the world in a way which is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions. From this perspective media products can be examined as the expression of creative ideas, specific symbolic languages and the ways in which the media comment on culture and values and reflect the society in which they were created. The subject looks at a variety of filmmaking styles such as short film narrative, documentary and feature film.

Learning focus

Film narrative – theory-based workshops outlining the basic media conventions used in the narrative of a film.

- film analysis – analyse a short film and explore narrative structure
- production planning – script development, storyboards, costume/prop planning, technical planning through light/sound
- short film production – shooting footage, recording sound
- post-production – video editing software to complete their production
- production analysis – analysing their completed film production, revising over planning documents, scripting, storyboards, footage timelines, video editing troubleshooting etc.

Assessment

- film theory
- short film production
- production workshops
- exam.

MEDIA (PHOTOGRAPHY DIGITAL)

YEAR 10

(Berwick only)

Introduction

Media products are representations of social, personal and cultural reality. The media represent the world in a way, which is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions. From these perspective media products can be examined as the expression of creative ideas, specific symbolic languages and the ways in which the media comment on culture and values and reflect the society in which they were created.

Learning focus

- principles of photography – DSLR digital camera
- rules of composition
- studio lighting and photography portraiture
- Photoshop skills in graphics/retouching
- photography and graphics combined to create media products
- analysis of photographs
- abstract series of images.

Assessment

- production process
- theory
- exam.

MEDIA (PHOTOGRAPHY BLACK AND WHITE)

YEAR 10 (Pakenham only)

Introduction

Photography as part of media products are representations of social, personal and cultural reality. The media represent the world in a way, which is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions. From this perspective photographs can be examined as the expression of creative ideas, specific symbolic languages and the ways in which the media comment on culture and values and reflect the society in which they were created. Photography looks at the analogue and digital technologies used to capture light and shadow to create images for creative or commercial pursuits.

Learning focus

- principles of photography – SLR and a little DSLR digital camera
- composition/objects that tell a story, framing
- processing and darkroom skills, a little Photoshop and retouching
- studio/lighting techniques.

Assessment

- folio of finished pieces
- development
- written analysis
- exam.

GRAPHICS

YEAR 10

Introduction

Graphics allows students to develop their creativity, learn about the practice of designing, making informed judgements about their own and others designs and develop a range of drawing and rendering skills. Students will learn to communicate their ideas and designs through freehand drawing, instrumental drawing and use of the computer programs Adobe Photoshop and Adobe Illustrator. Students will be introduced to the specific terminology used for Graphics and Visual Design, enabling the communication and presentation of their ideas.

Learning focus

- introduction to the design fields, communication design, industrial design, environmental design
- drawing and rendering for illustration and rendering
- exploration of materials and media
- exploration of design elements and principles
- development of a folio following the design process
- an understanding of orthogonal and isometric drawing systems
- use of Adobe Photoshop and Illustrator digital tools.

Assessment:

- design process development
- final folio designs
- written reports
- exam.

STUDIO ARTS

UNITS 1 & 2

Pathway requirements

Year 10 Art.

Introduction

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks. It also encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Learning focus

In Unit 1 students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas.

In Unit 2 students focus on establishing and using a studio practice to produce artworks. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks.

Assessment

- practical art work including visual diary and folio
- theory/written analysis
- exam.

Pathway requirements

Year 10 Media.

Unit 1 introduction

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Learning focus

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style.

Assessment

- media representations
- media forms in production
- Australian stories
- exam.

Unit 2 introduction

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

Learning focus

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Assessment

- narrative, style and genre
- narratives in production
- media and change
- exam.

VISUAL COMMUNICATION DESIGN

UNIT 1

Pathway requirements

Year 10 Graphics.

Unit 1 introduction

This unit focuses on acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

Learning focus

The primary focus of this unit is on students developing drawing skills as a means of communication and an understanding of how visual communications are shaped by past and contemporary factors.

For this unit, students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit. On completion, students should have the ability to:

- use drawing as a means of communication - create drawings for different purposes using a range of drawing methods, media and materials
- select and apply design elements and design principles to create visual communications that satisfy stated purposes
- describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Assessment

- folio of drawings
- folio of design process
- annotations and reports
- exam.

Pathway requirements

Year 10 Graphics.

Unit 2 introduction

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Learning focus

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit. On completion, students should have the ability to:

- create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field
- manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright
- apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment

- folio of drawings and final presentation
- design process folio
- annotations and analysis
- exam.

Pathway requirements

Year 10 Art.

Unit 1 learning focus

This unit focuses on realising ideas through the exploration of techniques, inter-media and cross-media investigation. Students are introduced to materials, skills and concepts, both practical and theoretical; through a process of investigation and discussion. It includes exploration and research leading to visual solutions.

The unit also explores the ways in which art of the past and present relates to the values of societies for which it is created.

Unit 2 learning focus

This unit focuses on the development of artworks produced from conceptual and/or imaginative starting points, demonstrating effective working methods and the development of technical skills through inter-media and cross-media visual exploration.

This unit also explores the identity of the artist and the often highly innovative visions of artists as they develop their own styles and approaches to subject matter.

Assessment

- visual solutions to a selection of set problems demonstrating an exploration of techniques, materials, skills, working methods, ideas and inter-media and cross-media investigations
- short answer responses supported by visual references
- written reports
- oral reports
- short answer responses supported by visual references.

STUDIO ARTS

UNITS 3 & 4

Pathway requirements

Units 1 & 2 Studio Arts.

Introduction

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks. It also encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Learning focus

Students focus on the development of an exploration proposal that creates a framework for the individual studio process. We explore students' ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. We also focus on professional studio practices in relation to particular art forms and the refinement and presentation of finished artworks-based on the selection of potential directions that form the basis, development and presentation of artworks.

Theory work will look at the analysis of artworks and the requirements and conditions of the environments where artworks are displayed.

Assessment

- School-Assessed Tasks (practical work)
- School-Assessed Subjectwork (theory work)
- exam.

MEDIA

UNITS 3 & 4

Pathway requirements

Units 1 & 2 Media.

Introduction

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

In Unit 4 students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Learning focus

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

In Unit 4 students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Assessment

- School-Assessed Subjectwork
- School-Assessed Tasks
- exam.

Pathway requirements

Units 1 & 2 Visual Communication Design.

Introduction

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. Students continue the design process by developing and refining concepts for each communication need stated in the brief. They use a range of digital and manual two-and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles create different communication messages and conveys ideas to the target audience.

Learning focus

- create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications
- discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices
- apply design-thinking skills in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief
- develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief
- produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment

- School-Assessed Subjectwork (folio, written reports and design brief)
- School-Assessed Tasks (developmental folio, two final presentations)
- exam.

Pathway requirements

Units 1 & 2 Studio Arts and/or Art.

Learning focus

Unit 3 Investigation and interpretation: Interpreting art

This unit focuses on making personal art responses through a broad and innovative investigation which includes exploration and experimentation in one or more media. Throughout the unit a sustained body of work is prepared and/or developed.

This unit introduces the critical frameworks used to interpret art. The frameworks are used to respond critically to art and to reflect on the issues and ideas raised.

Unit 4 Realisation and resolution: Discussing and debating art

This unit focuses on the preparation of a final presentation, demonstrating individuality, evolution of ideas and the realisation of appropriate concepts, knowledge and skill. The final presentation may be an exploratory folio and/or one or more visual solution/s. Thinking and working practices are documented throughout the unit as the inter-media and/or cross-media visual forms explored in Unit 3 are developed.

The unit also explores the many possibilities for meaning and understanding which exist within art. It focuses on developing skills in critical analysis of both artworks and the arguments and information conveyed in commentaries on art so as to enable the development of personal points of view about the meaning of artworks.

Assessment

- School-Assessed Subjectwork
- School-Assessed Tasks
- exam.