Sale College
Macalister Campus
Curriculum Handbook

Respect Achievement Belonging

SALE COLLEGE

Every student will learn, achieve and succeed.
# Sale College Macalister Campus Curriculum Handbook

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Sale College aims to provide students with the maximum opportunity for personal and academic growth in a supportive environment. We are committed to helping students develop the knowledge and skills to make informed decisions about their future, linking them to the world of work and further study. As a Year 10 or VCE student at Sale College, you will be assisted to select a program of study which will meet your individual needs.

At its Macalister Campus, Sale College provides a positive learning environment for all students and offers them access to a broad range of educational options. We encourage all students to reach their full potential and recognise, celebrate and publicise success. You will have access to a range of support and counselling services to assist you in your work. Your work environment will be more adult, and the Student Services Lounge and Community Library will provide you with excellent facilities to support your education.

A copy of this handbook is also available online at the Sale College website:
http://www.salecollege.vic.edu.au
Year 10
VCE & VCAL at Sale College

At the Macalister Campus we offer:

- A wide range of units at Year 10, VCE and VCAL.
- A senior campus atmosphere.
- The opportunity for students in Year 10 to select VCE Units.
- Flexible programs, including Vocational Education and Training (VET) Programs, School Based Apprenticeships (SBA) and access to university studies.
- Individual counselling to ensure that student programs meet career goals, tertiary aspirations and abilities. The emphasis is on the selection of a course of study for each student that will provide the maximum opportunity for success.
- Maximum support for students in these critical years of study, with staff experienced in providing academic, career and personal guidance.

Enrolling at Sale College?
Please follow this procedure:

1. Contact the office for an appointment
2. Enrol with the Campus Principal
3. Discuss your program with one of our Careers Advisors and the relevant Year Level / VCAL Team Leader

Attend the subject information evening in Term 3
CHOICES IN YEAR 10

In choosing your year 10 program, you should be planning not just for one year, but also for following years. You should take into account your strengths and weaknesses and any plans for a career or further education.

In selecting your year 10 Units, take note of the following:

There are: English, Health and Physical Education, Languages Other Than English, Mathematics, Science, Humanities, Arts and Technology subjects available.

- **Students select up to 16 units over the year.**
- **English and Mathematics are compulsory** for the whole year. You will be allocated to a class that suits your abilities and future career goals.
- **Science is also compulsory**
- **The remaining 10 units should be chosen according to your interests and abilities but you must select at least one unit from each of the remaining Key Learning Domains (except LOTE).** This could be a VCE 1/2 unit or VET course. Generally you should not choose more than 2 units from any Key Learning Domain, although this will depend upon individual circumstances.

Selection of VCE and/or VET units at year 10.
Including a sequence of VCE and/or VET units in your Year 10 program provides a challenge and the opportunity to broaden your studies. It is expected that students choosing VCE units will select a Unit 1/2 sequence.

It is recommended that you include VCE units to widen your studies. If you wish to specialise in certain areas at VCE, it makes sense to complete these areas at both year 10 and VCE in order to achieve the best results. In general, year 10 students should select a maximum of two units from any KLD. However, if a sequence of VCE units is included and as long as this broadens your program, then a maximum of three units from a particular KLD may be selected.

SATISFACTORY COMPLETION OF YEAR 10
All units have Learning Objectives, which are linked to the Victorian Curriculum standards that are set by the State. To satisfactorily complete a unit you must complete all the learning objectives as well as meet the attendance requirements.
For automatic progression from year 10 to year 11, **students should satisfactorily complete the equivalent of 12 units in Year 10.**

All students will have the opportunity to design a program to meet their individual needs. Progression to Year 11 is based on students reaching the required level.

Industry and Enterprise
All year 10 students will complete unit 1 Industry and Enterprise that will contribute towards either a VCE or VCAL pathway. **This is to be completed in either semester 1 or 2.**
This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue. 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.
ENTERING THE SENIOR YEARS

An important choice for you is to decide whether to enrol in either the:

**Victorian Certificate of Education (VCE)**
**Victorian Certificate of Applied Learning (VCAL)**

Some questions to consider which will help in your decision.

1. Do you plan to go to University or into studies which require an ATAR score?
   - If yes, then go straight into the VCE.
   - If no, go on to the next question.

2. Have you started a VET course, a School Based Apprenticeship (SBA) or intend to do so?
   - If no, go into VCE.
   - If yes, consider VCAL.

3. Are you active in the community? Do you belong to groups, teams or organisations in the community? Have you considered volunteering in the community such as CFA, SES St. Vinnies or others?
   - If not, consider VCE
   - If yes, you could consider VCAL.

4. Do you have a strong motivation to gain an apprenticeship or traineeship?
   - If no, go into VCE
   - If yes, you could consider VCAL.

A decision to enrol in either VCE or VCAL can be changed at the end of year 11. If you want to keep this option open you will need to state this clearly because it will influence the subjects you can select.

The school provides the services of a Careers Advisor and VET and VCAL managers. The advisors work individually with students in planning future education, training and employment. Each student will have an individual pathway plan which may include options for internal and external courses, and will provide links to future education, training and employment.
What is a VCE Program?

A VCE Program is a set of semester units taken over a minimum period of two years. This program is designed by you to meet your needs within the rules laid down by VCAA and within College policies. Counselling is available to ensure that you choose the program which best meets your needs. We generally advise students to complete 20/22 units over a two/three year period. This would usually involve 5 units per semester in both Year 11 and 12.

VCAA REQUIREMENTS
To be awarded your VCE you must satisfactorily complete at least 16 units which must include:
- 3 units of English, which must include both units 3&4
- 3 Unit 3 & 4 sequences (other than English). This may include VET Sequences

CHOOSING A PROGRAM
Take advantage of the counselling available and the expertise within the college.
All discussions you have should be guided by the need to identify your interests and abilities and link these with appropriate work/career choices.

- Talk to: parents, careers teacher, VCE coordinators, other teachers and friends.
- Read the information on Curriculum Flexibility (p.8) for options offered by Sale College.
- If you are interested in VET programs, see information on p42

ASSESSMENT OF VCE UNITS
VCE UNITS are assessed in two ways.

* Satisfactory completion
In order to satisfactorily complete a unit you must demonstrate that you have achieved each learning outcome which makes up the unit. You must be able to show that the work is your own and you must meet the attendance requirements of over 80% attendance.
S - Satisfactory          N - Not Satisfactory

Each Unit 1 & 2 sequence will have at least two assessment grades reported by the school to the students. Students are required to complete a semester exam for each unit.

VCE Units 3 & 4 studies can have 3 types of assessment.
School Assessed Coursework (SAC) (done in class), School Assessed Tasks (folio or production items) and all units have at least 1 examination.
Each Unit 3 & 4 sequence will have three assessment grades reported to students from these grades, a study score is determined for each sequence by VCAA.
Your choices in the VCE

Q. **HOW MANY UNITS MUST I DO IN EACH SEMESTER IN THE VCE?**
A. In semesters 1 & 2, you should choose five units per semester. In semesters 3 & 4, you generally choose five units per semester.

Q. **CAN I DO FEWER THAN THIS?**
A. Adult students may choose to undertake part-time studies. In other cases, a reduction in the normal number of units will be considered only in special circumstances.

Q. **CAN I TAKE LONGER THAN 2 YEARS TO COMPLETE MY VCE?**
A. Yes, you may take 3 or more years to complete your VCE. This is worth planning for if part-time work or other commitments will put you under too much pressure.

Q. **CAN I TAKE LESS THAN 2 YEARS TO COMPLETE MY VCE?**
A. Adult students may complete a one year VCE. You must have been absent from school for at least 12 months to be eligible and you must be over 18 years of age.

Q. **CAN I REPEAT A UNIT?**
A. Yes. The result of the most recent attempt will be the only one shown on your statement of results.

Q. **SHOULD I CONSIDER DOING A UNIT 3 & 4 SEQUENCE IN MY FIRST YEAR?**
A. Yes. This option should be considered if you wish to spread your SAC workload over two years. These units will be counted toward your Australian Tertiary Achievement Rank. Students studying units 3 & 4 in their first year have achieved excellent results.

Q. **IS IT POSSIBLE TO DO A UNIT 1 & 2 STUDY IN MY SECOND YEAR?**
A. Yes. Our advice though is that you attempt at least four Unit 3 & 4 sequences over the two years of your VCE.

Q. **CAN I CHANGE MY COURSE ONCE I HAVE STARTED?**
A. Yes. Unit 1 studies and Unit 3 & 4 sequences can be changed in the first two weeks of Semester 1. Changes after this time will be considered in exceptional circumstances. At the end of Semester 1, only Unit 2 studies may be changed. Again, there is a two week time limit for these changes to be made.

Q. **WHAT IS A VET?**
A. VET is Vocational Education and Training Program that students in Years 10, 11 and 12 may attempt. Students can complete a nationally recognised adult qualification which can enhance employment prospects.
WHAT IS VCAL?
Students at senior secondary level have a choice of two certificates, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).
The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to further training, apprenticeships and work.
The VCAL is designed for students at Years 11 & 12. Like the VCE, the VCAL is a recognised qualification. Unlike the VCE, which is already widely used by students as a pathway to university, the VCAL focuses on a more applied approach to learning.

WHY CHOOSE VCAL?
Students who do the VCAL are more likely to continue further training through TAFE, an apprenticeship or gaining employment. The VCAL’s flexibility enables students to design a study program that suits their interests and learning needs. Students completing the VCAL can also select units from the VCE to gain credits toward their certificate.

WHAT ARE THE VCAL LEVELS?
The VCAL has three levels – Foundation, Intermediate and Senior. Your teacher or careers counsellor will help you decide which level is most appropriate for your needs.

HOW LONG WILL IT TAKE ME TO COMPLETE VCAL?
The VCAL has been developed for Year 11 and 12 students. You can get a VCAL certificate and Statement of Results when you successfully complete your VCAL program for the level you have attempted. Most students will complete Foundation VCAL in Year 11 and either Intermediate or Senior VCAL in Year 12.

WHAT DO I GET AFTER SUCCESSFULLY COMPLETING VCAL?
If you successfully complete your VCAL program, you will receive a VCAL certificate at either the Foundation, Intermediate or Senior level, depending on the VCAL level you complete. You will also get a Statement of Results listing all VCAL, VCE and Vocational Education and Training (VET) units.

WHAT SUBJECTS WILL I STUDY?
Strand 1 - Literacy and Numeracy
The Literacy Skills curriculum encourages the development of knowledge/skills, in the contexts of family, employment, further learning and community. Literacy is taught at Foundation, Intermediate and Senior level. The level that you study Literacy at will be based on recommendations from your current teachers, course counsellors and the VCAL Team Leader.
The Numeracy Skills curriculum develops skills to use mathematical skills within society related to design, measuring, time, travel etc. Sale College offers students the opportunity to study either VCAL Numeracy or VCE Maths. Your numeracy/maths class will be based on recommendations from your current teachers, course counsellors and the VCAL Team Leader.

Strand 2 – Industry Specific Skills
Students in VCAL study VET one day a week. The range of VET courses varies from time to time. Some examples are automotive, engineering, building and construction, hospitality, sport and recreation, information technology, animal studies, horticulture, bricklaying and hair and beauty. These courses are delivered at a variety of local registered training providers.

Strand 3 – Work Related Skills
Students complete the Work Related Skills strand outcomes through successfully meeting the requirements of VCE Industry and Enterprise Unit 1. This unit is designed specifically to develop employability skills including teamwork, communication, problem solving and self-management. As part of this unit, students are required to complete a structured work placement.

Strand 4 - Personal Development
As part of your VCAL program you will participate in projects and activities in your community or school that will help develop your teamwork skills, self-confidence and other skills important for life and work. This strand requires students to work independently and think broadly about themselves and the community.
**Curriculum Flexibility**

At Sale College our aim is to provide a wide range of options and to assist you to select a program which best meets your individual needs. You should carefully consider the following options and challenges in selecting your individual program of study:

**YEAR 10 STUDENTS STUDYING VCE UNITS**
While the VCE is thought of as a two year program, it is quite common for students to complete it over three years. All Sale College students have access to VCE units which may enhance their options and provide greater program flexibility. Including a sequence of VCE units in a year 10 program provides a challenge and the opportunity to broaden studies.

**YEAR 11 STUDENTS STUDYING UNIT 3 & 4 SUBJECTS**
Students entering Year 11 have the opportunity to include a Unit 3 & 4 subject in the first year of their VCE program. This should be seriously considered by all students considering university or high level TAFE for the benefit it provides to ATAR scores. This option provides greater flexibility within the VCE and has greater benefits for students by:
- providing extra challenges;
- providing experience in meeting the demands of Learning Outcomes;
- providing the opportunity to increase the ATAR score.

In the past, Sale College students have been very successful in completing Unit 3 & 4 subjects in the first year of their VCE.

**VCAL VICTORIAN CERTIFICATE OF APPLIED LEARNING**
This allows students the opportunity to gain credit for community and work based learning. See page 7 for more details. This option will not easily lead to an ATAR score.

**VOCATIONAL EDUCATION AND TRAINING: (VET IN THE VCE)**
VET Programs allow students to simultaneously complete their VCE and obtain a TAFE certificate. Many of the programs incorporate structured Work Placements involving on the job instruction. Sale College offers a wide range of VET in the VCE programs.

**SCHOOL BASED APPRENTICESHIPS (SBA)**
Students can complete training in a variety of part-time apprenticeships and traineeships as part of either a VCE or VCAL program. The work component may be completed outside school hours or sometimes will take as much as two days a week. SNBA’s cannot be selected but need to be negotiated with employers.

**UNIVERSITY ENHANCEMENT PROGRAM**
Students have the opportunity to extend their VCE program by studying a University subject in Year 12, through Monash University. This is an exciting and challenging option for very capable and motivated students. Further information is available from the Careers Advisors.

**WORK EXPERIENCE/WORK PLACEMENT**
For some students a mix of work and VCE studies is an option. Generally this will involve an ongoing Industry Placement organised by the College. Work Experience Placements provide many students with a link between school and their future in the workplace. VCE students are also encouraged to undertake Work Experience during their VCE. Students are expected to integrate their work experiences and VCE studies.
**INTRODUCTION**

Mastery of the power of language enables you to:

* Fully participate in work and leisure activities.
* Develop skills applicable to other studies.
* Critically explore and examine contemporary issues.
* Express yourself clearly and creatively.
* Share and appreciate other people’s feelings and ideas.
* Gain confidence in formal and informal settings.
* Make use of learning technologies.

**YEAR 10 UNITS**

Year 10 students complete a common course that enables them to develop their written and verbal skills. The course is specifically designed to prepare students for Year 11 and 12 English and life outside the classroom. Students must do English in both semesters.

Advanced English is also offered for students who seek to be challenged further in English and advance the complexity of their skills.

**VCE SUBJECTS**

**ENGLISH**

**UNITS 1 & 2**

Year 11 English aims to develop critical understanding and control of language and the ability to apply this in a range of contexts.

There are three main areas of study:

1. **Reading and Creating Texts:** for comprehension, enjoyment and discrimination students develop analytical and creative responses.
2. **Reading and Comparing texts:** writing about ideas drawn from two texts, comparing how they present ideas and themes.
3. **Analysing and Presenting arguments:** analysing the use of language and the presentation of a point of view orally and in writing.

The study focuses on students taking increasing responsibility for their language development, with the intention of developing a level of competence adequate for the demands of post school employment and further education.

**UNITS 3 & 4**

In year 12 English there are four main areas of study

1. **Reading and creating texts:** (book, film, media) for comprehension, enjoyment and discrimination. Students will develop analytical and creative written responses to texts.
2. **Analysing argument:** analysing and comparing the use of language in texts that debate a current issue.
3. **Reading and comparing texts:** students produce a detailed comparison analysing how two texts present ideas, issues and themes.
4. **Presenting argument:** students will present a sustained and reasoned oral point of view on an issue.

The study focuses on students taking increasing responsibility for their language development, with the intention of developing a level of competence adequate for the demands of post school employment and further education.
The course is based on a range of texts: novels, plays short stories, film and poetry.

This study enables students to:
* Develop an enjoyment of language and literature through reading deeply, widely and critically.
* Read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them.

**UNITS 1 & 2**

Areas of study

1. **Reading practices:** students will respond to a range of texts and reflect on influences shaping these responses.
2. **Exploring ideas and concerns in texts:** students will analyse the ways in which a text reflects or comments on the ideas and concerns or individuals and particular groups in society.
3. **The text, the reader and their context:** analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of the time/culture.
4. **Marking connections between texts:** focus on the ways that texts relate to and influence each other.

**UNITS 3 & 4**

Areas of study

1. **Adaptations and transformations:** students analyse the extent to which meaning changes when a text is adaptations to a different form.
2. **Creative responses to texts:** students respond creatively to a text and comment on the connection between the text and the response.
3. **Literary perspectives:** students produce an interpretation of a text using different literary perspectives to inform their view.
4. **Close analysis:** students analyse features of texts and develop and justify interpretations of text.
**ENGLISH LANGUAGE**

In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

**This study enables students to:**
* Further develop and refine their skills in reading, writing, listening to and speaking English.
* Undergo further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

**UNITS 1 & 2**

**Areas of study**
1. **The nature and functions of language:** students explore the nature of language and the various functions language performs in a range of contexts.
2. **Language acquisition:** Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.
3. **English across time:** Students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages.
4. **Englishes in contact:** Students explore the ways English is used as an expression of culture in a range of literary, transactional and popular-culture texts.

**UNITS 3 & 4**

**Areas of study**
1. **Informal language:** Students examine the features that distinguish informal language from more formal language.
2. **Formal language:** Students examine the features and functions of formal language, particularly in literature and the public domain.
3. **Language variation in Australian society:** Students explore how the Broad, General and Cultivated Australian accents reflect the society from which they emerged and the forms that achieved social prestige over time.
4. **Individual and group identities:** Students examine overt and covert norms in speech communities. They consider how knowing and being able to exploit overt norms – which are typically associated with Standard English – allows users to construct a prestigious identity associated with their class, education, occupation, social status and aspirations.
INTRODUCTION
The study of Arts offers interesting and challenging courses in the following areas: Art, Studio Art, Visual Communication and Design, Media, Theatre Studies, and Music.

The study of an arts subject allows students to pursue their own interests, encourages independent thinking and allows for self expression. It complements study in other areas by providing the opportunity to balance the study program.

Careers in the arts may be found in the following areas: Architecture, Graphic Design, Visual Merchandising, Primary and Secondary Art Teaching, Practising Artist, Commercial Artist, Gallery Curator, Film Maker, Actor, Producer, Television/Radio Programmes, Sign Writing, Photography, Stage Design, Fashion Design, Music Teaching, Professional Musician, Recording Technician, Music Therapist, Advertising and Public Relations.

Most importantly the Arts subject area provides an outlet through which the student can express their view of the world at a time when being able to articulate their feelings and values is crucial to their development as a young adult in our society.

Further information about the Arts including samples of student work can be found by going to www.salecollege.vic.edu.au

YEAR 10 UNITS

STUDIO ART
A2D3
Students will develop their art ideas using observation, experience and research. They will explore various media and drawing techniques to show an understanding of how specific elements and principles are used to create artworks. Concentrating on line, shape and expression. Students will learn about other artists and art movements and how they have made artworks over time. They will also explore different sculptural media and be able to use and recognise appropriation in the creation of their own sculptural piece. Combinations of media and inventive approaches to the use of materials will be encouraged.

ART
AAR3
Students will develop their art ideas using observation, experience and research. The skills needed to produce artworks will be gained by getting to know how artists have used a variety of materials and techniques. These artworks might take the form of paintings, prints, drawings or computer generated images. Combinations of media and inventive approaches to the use of materials will be encouraged. There will be a need to keep a folio to compile research notes and artworks.

PHOTOGRAPHY
APH3
This unit will develop the students understanding of digital cameras, the manipulation of images using Adobe Photo Shop and compositional and lighting techniques. Students will be encouraged to unleash their creativity to produce original photographs through a range of techniques and processes. Each assessment task will introduce a new photographic technique while still allowing the students to choose a topic or theme of personal interest. Students will record their progress with the use of a visual diary and learn how to prepare their work for exhibition.
VISUAL COMMUNICATION & DESIGN

AVC3
Students will develop an understanding of the design process and an ability to create, both conventional and creative drawings. They will undertake a range of tasks to explore design principles, elements and their expressive potential for visual communications. They will also develop their understanding of technical, perspective and visualisation drawing. Students will analyse visual communication works by others to develop an appreciation of good design. The work carried out lays the foundation for the depth of skills required for the study of this subject at the VCE level.

MEDIA STUDIES

AME3
Students will explore a range of traditional and contemporary media techniques including; print, film and animation. Students will learn to use a range of materials, equipment and technology and maintain a record of how ideas develop in the creating, making and presenting of media products. In the animation unit students will learn the history of animation and use this knowledge to create their own media productions. They will then study the conventions of film, by analysing the production and story elements of a number of films.

Year 10 Drama

ADR3/4
This unit begins with a broad introduction to the history of theatre. Students are reengaged with the 4 guiding principles of any dramatic performance; the use of voice, the use of body, stagecraft and audience. Advancing understanding of these 4 principles in preparation for VCE study is the focus of the semester. Students study several examples of both the Pre-Modern and Modern eras of Theatre, exploring each eras defining features through a combination of practical and theory work. Time is dedicated in this class to devising, writing, rehearsing and refining a performance; using techniques to explore and experiment with the elements of design and performance. Students also look at the meaning and use of: role and character, blocking, as well as the scriptwriting process – combining stagecraft with other dramatic elements.

Year 10 Music Performance

AMU3/4
This subject will be a combination of practical, theory and aural work. Students will practise and perform on their instrument/s in class and will gain experience in performing in front of other people. They will learn about how to practise and how to maximise their playing skills. Alongside this will be theory exercises as well as listening exercises. Students will listen and analyse an array of different music styles. It is recommended that any student who is wanting to do VCE Music Performance choose this subject.
VCE Subjects

Art

Art is an integral part of people's lives. It is a potent and dynamic means through which to communicate personal experiences, ideas, cultural values, beliefs, ideas and viewpoints on experiences and issues in contemporary society. VCE Art encourages students to analyse and interpret a diverse range of art forms and artists, while taking part in a process of personal art making.

UNIT 1 ARTWORKS, EXPERIENCE & MEANING
This unit focuses on artworks as objects and examines how art elements, art principles, materials and techniques and artistic processes communicate meaning. Students examine artists in different societies, cultures and historical periods, and develop their own points of view about the meanings and messages of artworks. In their practical work, students explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

UNIT 2 ARTWORKS AND CONTEMPORARY CULTURE
Through art practice students examine the different ways that artist's interpret and present social and personal issues. They continue to use art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. A study of how individual artists have played an important role in the make up of different societies, portrait of artists in art and artistic individuality and innovation will be carried out and written about.

UNIT 3 ARTWORKS, IDEAS AND VALUES
In this unit students study selected artists who have produced works before 1990 and selected artists who have produced works since 1990. They explore ways in which ideas and issues can influence the making and interpretation of art. Students develop confidence to develop their own style and produce at least one finished artwork. Students must document and analyse their thinking and working practices throughout this process.

UNIT 4 ARTWORKS, IDEAS AND VIEWPOINTS
The purpose of this unit is to allow students to continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They focus on the development of a body of work that demonstrates creativity and imagination. Students present a body of work and at least one finished artwork accompanied by documentation of their thinking and working practices.
UNIT 1 INTRODUCTION TO VISUAL COMMUNICATION
This unit focuses on using visual language to communicate messages, ideas and concepts. Students create observation, visualisation and presentation drawings for different purposes using a range of drawing methods, media and materials. Students follow a design process to experiment, apply and explore the design elements and principles, developing an understanding of how these elements affect visual messages. Students are introduced to the importance of copyright and intellectual property and how to acknowledge sources of inspiration. Design styles are also investigated to introduce students to the contextual background and purpose of design.

UNIT 2 APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS
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 fields. Students use presentation drawing methods that incorporate relevant drawing conventions to communicate information in either the industrial or environmental design fields. They also investigate and explore how typography and imagery can be manipulated to communicate ideas and concepts in different ways. To develop an understanding of the design process students respond to a design brief to create visual communications for a specific purpose.

UNIT 3 VISUAL COMMUNICATION DESIGN PRACTICES
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with others. Students create visual communications for specific purposes, contexts and audiences that are informed by practical investigation and analysis of existing visual communications in the three design fields. Students also discuss the practices and influences relating to contemporary designers. They also apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

UNIT 4 VISUAL COMMUNICATION DESIGN, DEVELOPMENT, EVALUATION AND PRESENTATION
The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirement of the brief. This involves applying the design process twice to meet the stated communication needs. Having completed their brief in Unit 3, students continue the design process utilising a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and principles creates different messages and conveys ideas to the target audience. Students are required to devise a pitch to present their concepts to an audience and submit two distinct final presentations.
MEDIA

UNIT 1 MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES
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 develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students develop and produce representations to demonstrate an understanding of the characteristics of each media form.

UNIT 2 NARRATIVE ACROSS MEDIA FORMS
Students study narratives in both traditional and newer forms including film, television, sound, news, print, photography, games, and interactive digital forms. They analyse the influence of developments in media technologies on individuals and society, examining the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

UNIT 3 MEDIA NARRATIVES AND PRE-PRODUCTION
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 contexts of production, distribution, consumption and reception. Students use the pre-production stage to design a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of media codes and conventions.

UNIT 4 MEDIA: MEDIA PRODUCTION AND ISSUES IN THE MEDIA
In this unit students bring the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.
MUSIC PERFORMANCE

UNIT 1 – Music performance
This unit focuses on developing skills in practical music through solo and ensemble performance. Students will learn performance techniques and interpretation of music and discover more about the structure of music to develop their listening skills.

UNIT 2 – Music performance
This unit further develops the skills from unit one, and includes further analysis of the music being performed. Students will learn about the composers and the social and cultural background to the music they study. They will continue to develop their theory and aural skills.

UNIT 3 MUSIC PERFORMANCE - (Solo OR Group Performance)
Students will choose to major in either Solo or Group Performance. This unit focuses on developing techniques for the rehearsal and performance of ensemble works as well as solo work. Students will study the interpretation of a range of styles and develop their aural and theory skills.

UNIT 4 MUSIC PERFORMANCE - (Solo OR Group Performance)
This Unit further develops skills in ensemble performance, solo performance and theory and aural work.
Theatre Studies

UNIT 1 PRE-MODERN THEATRE
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

UNIT 2 MODERN THEATRE
In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

UNIT 3 PLAYSCRIPT INTERPRETATION
In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually.

UNIT 4 PERFORMANCE INTERPRETATION
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually.
UNIT 1 STUDIO INSPIRATION & TECHNIQUES
In this unit students focus on developing an individual understanding of stages of studio practice and learn how to explore, develop, refine, 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. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

UNIT 2 STUDIO EXPLORATION & CONCEPTS
The focus of this unit is on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. 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. Students also develop skills in the visual analysis of artworks.

UNIT 3 STUDIO PRACTICES AND PROCESSES
Students will develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their ideas. As well, students will examine traditional and contemporary working practices and the ways which artists interpret artistic influences, cultural contexts and ideas to develop distinctive styles. The exhibition of artworks is integral to unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

UNIT 4 STUDIO PRACTICE AND ART INDUSTRY CONTEXTS
The focus of this unit is to produce a cohesive folio of at least two finished art works and to gain an understanding of artists’ involvement in the art industry. Students will also examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries etc. Students also investigate the roles and considerations involved in the presentation and conservation of displayed artworks. The students level of achievement for this Unit will be determined by the successful completion and submission of a folio two artworks, school assessed coursework and an end of year exam.
Music Industry (VET)

CERTIFICATE II IN MUSIC INDUSTRY
CUA20615 Certificate II in Music Industry is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to develop skills in an area of their interest from preparing for performances, developing audio skills and knowledge or repairing and maintaining audio equipment. It is offered as a preparatory program and pathway into the Certificate III in Music Industry course.

CONTRIBUTION TO VCE/VCAL:
• VCE: Students who complete Certificate II in Music Industry receive two Units of credit at the Unit 1 & 2 level
• VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL

CERTIFICATE III IN MUSIC INDUSTRY (SOUND PRODUCTION)
CUA30915 Certificate III in Music Industry (Sound Production) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing. Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

CONTRIBUTION TO VCE/VCAL:
• VCE: Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.
• VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL
• ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.
Health and Physical Education

INTRODUCTION
You may choose one or more units within Health/PE, which will provide you with an excellent background for a broad range of career options, particularly those in the area of health, sport and recreation, conservation and environment, social welfare and childcare.

Outdoor and Environmental Studies
Outdoor and Environmental Studies involves students experiencing a range of adventure activities, with particular interest in the safety and competency required and the human relationship with the natural environment.

Physical Education
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. It integrates theory and practice so that participation in physical activity and development of skills provide opportunities for students to reflect on factors that affect performance and participation.

Health and Human Development
Health and Human Development focuses on promoting wellbeing, beginning with individuals, specifically adolescents, then progressing through to the family and finally looking at a community health perspective.
Year 10 units

Health

The aim of this course is to provide students with information that will help them make decisions that have a positive impact on the health of themselves and the community. They will gain skills in managing situations where their own or others safety and wellbeing may be at risk through first aid and mental health first aid training. Students will be provided with information on how to access reliable health information, support strategies and health services for young people and analyse the effectiveness of these. Students will also examine the impact of change and transitions on relationships.

Physical Education A

Combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities. Students will gain skills and knowledge required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating 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 cannot undertake this unit in Semester 1 as well as Semester 2.

Physical Education B

This unit is designed to introduce students to both theoretical and practical components of sports coaching. Students will analyse varying coaching methods and styles and learn how to use this information in a practical setting. They will learn the process of skill development and the requirements of the coaching role for various team sports. They will have the opportunity to investigate research and implement their coaching ideas in a range of different sports settings.

Students cannot undertake this unit in Semester 1 as well as Semester 2.
UNIT 1: UNDERSTANDING HEALTH AND WELLBEING
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. As a foundation to the understanding of health, students investigate the World Health Organization’s (WHO) definition and also explore other interpretations. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among 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. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT
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. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. 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.

UNIT 3: AUSTRALIA’S HEALTH IN A GLOBALISED WORLD
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as 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. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A HUMAN CONTEXT
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. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.
UNIT 1: EXPLORING OUTDOOR EXPERIENCES
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. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences, students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

As part of their studies in Outdoor and Environmental Studies students are required to attend practical trips which form part of their assessment. Practical trips usually consist of three day/two nights and occasional day trips. Practical trips can include: bushwalking, sea kayaking, stand-up paddle boarding, surfing and canoeing.
UNIT 1: THE HUMAN BODY IN MOTION
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.
HUMANITIES

INTRODUCTION
Humanities cover the traditional subject areas of History, Geography, Economics and Law. Under the Victorian Curriculum the study of Economics is known as Economics and Business and Law is known as Civics and Citizenship. This is to reflect the broader subject matter that the curriculum explores. At Sale College for simplicity, at Year 10 we have called these subjects Business Studies and Legal Studies. While the subjects of History and Geography remains the same in name.

Choosing Humanities units will broaden students’ knowledge of how society operates and will help them understand contemporary events and issues. Below is a brief overview of some of the typical questions explored by each subject.

Y10 History – What were the causes of the Second World War? How can a man like Adolf Hitler, a lowly corporal and failed artist become a ruthless dictator? Was the United States’ use of nuclear weapons against the people of Hiroshima and Nagasaki necessary? How influential were men like Martin Luther King Jr and Malcom X to Australian Civil Rights movements? Have the issues we have around immigration today always been there? Looking at the past often helps understand the present. By studying History you will develop a greater understanding and appreciation about our diverse multicultural society.

Y10 Geography – Now more than ever, we are all global citizens. That means we need to think about what we do and how it impacts our local region, state, and country but also the global impacts. In Geography we encourage you to question everything you think you know about the world, further develop that natural sense of wonder and curiosity you have for the world around you, and discover how you can ensure that the lives of others are improved. It is empowering, transferable and authentic! Do you worry about the human impact on our natural resources such as the Great Barrier Reef and Daintree rainforest? Have you ever wondered how on earth we are going to assist people with a lower level of human wellbeing than we enjoy? The study of Geography will provide you with a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. It can lead to very exciting career opportunities or could assist you in a gap year working as a volunteer abroad. You will definitely leave Geography with an altered way of thinking, that is much broader than you had prior to coming!

Y10 Business Studies - Could you run your own business? In how many countries can you buy a Big Mac? What do Steve Jobs and Mark Zuckerberg have in common? What do those weird stock market numbers mean at the end of the nightly news? These and other important questions will be considered as we look at the commercial world in which we live.

Y10 Legal Studies - Why do we need laws? Where do our laws come from? What powers do the Victorian police have? What exactly are my rights and responsibilities? Learn about the origins of our Australian legal system and what rights and responsibilities you have as an Australian citizen.
**YEAR 10 UNITS**

**GEOGRAPHY**
The first area of study focuses on sustainability, environmental changes (both natural changes and human induced changes) and environmental management globally and locally. Students will evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. An example of this could be competing ideas about how to manage the Great Barrier Reef.

The second area of study focuses on human wellbeing. Students will measure and map human wellbeing and development on a global level and compare the statistical data that is used to make these measurements. Through the study of a particular region (Africa, South America or the Pacific Islands) students will draw conclusions as to what social, political and environmental factors are affecting human wellbeing. Research into the efforts of government and non-government organisations and their plans/initiatives to improve human wellbeing both in Australia and globally will help students to come to their own conclusions about what is being done, what should be done and how to manage human wellbeing better for the future.

This is a semester based subject, students cannot undertake this unit in Semester 1 as well as Semester 2

**HISTORY**

**QHI3**
**History Semester One:**
The end of World War One brought about significant changes across Europe. In Germany from the ashes of defeat and the Great Depression, spread growing resentment and a desire for new leadership. Students will investigate the German people’s fatal attraction for Hitler and the rise of the Nazi Party. In Asia the growing power of Japan and Australia’s role in defeating the Japanese at Kokoda is explored in detail. Students from their learning will develop critical and creative thinking skills, as well as the ability to analyse primary documents and formulate their own arguments.

**QHI4**
**History Semester Two:**
Human rights and freedoms; what they are and how they have developed across the world and in Australia. Students explore the ongoing fight of civil rights at home and abroad, studying the battle for African-American and Aboriginal communities to obtain, the rights of women including suffrage and equality, and the LGBT community. Students then study the post-war migration boom and its impact on society, the media, and the politics of the past.

**BUSINESS STUDIES**

**QBS3**
Could you run your own business? In how many countries can you buy a Big Mac? These and other questions will be considered as we look at the commercial world in which we live. Students will explore the world of business at a local and global scale to see how it all works. They will consider Australia’s position in a global economy and what implications this has for them in their career choices. Students will look at a variety of successful Australian entrepreneurs like Dick Smith and consider why they have been so successful. They may also choose to plan and conduct their own business enterprise during the unit.

**LEGAL STUDIES (Civics & Citizenship)**

**QLS3**
Why do we need laws? Where do our laws come from? In this unit students will learn about the origins of our Australian legal system and how it operates. There will be an emphasis on how our laws in particular affect young people. They will learn about our court system while considering why laws need to be updated continually to meet changes in society. An example of this is how an increase in mobile phone use and ‘hoon’ driving has brought about a need for changes in our road laws. A variety of other aspects of the legal system in Australia will also be considered.
UNIT 1 PLANNING A BUSINESS
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

UNIT 2 ESTABLISHING A BUSINESS
This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

UNIT 3 MANAGING A BUSINESS
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

UNIT 4 TRANSFORMING A BUSINESS
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
UNIT 1 THE MAKING OF EMPIRES (1400-1775)
Study The Early Modern era, 1400–1775, a time of transition between medieval feudalism and the modern, secular nation-state. Learn how three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire dominated international trade. Find out how new Imperial powers including Spain, France and Britain sought to weaken the power of these empires. Examine what new knowledge and technology, allowed the launch of voyages of exploration to the Asia-Pacific, the Americas and Africa. Discover how the new ideas of the Scientific Revolution (c. 1550-c. 1700) disrupted traditional beliefs and institutions, particularly the Catholic Church. Study the new debates that took place over individualism, rights and liberties during the Enlightenment (c. 1650–1790s).

UNIT 2 EMPIRES AT WORK (1400-1775)
Explore the operation of European colonies and the challenges they faced. In the Early Modern period, 1400–1775, new empires began to establish colonies and to trade on a global scale. Britain, France, Russia and others gained colonial possessions across a number of continents. Learn how Christopher Columbus’ arrival in the New World (the Americas) meant that, technologies, plants, animals, culture and diseases began to travel between continents. Explore the growth of the slave trade across the Atlantic. Explore how indigenous peoples resisted colonisation. Find out how the many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years’ War (1754–63, considered by some to be the true First World War). Find out how Britain’s success in this war led to a period of dominance which lasted well into the twentieth century.

UNIT 3 THE AMERICAN REVOLUTION (1754–1789)
This unit examines America’s move from a series of separate colonies working independently under the reign of a far off King in England, to a united front against a tyrannical enemy from across the sea. They explore the impacts of taxation and decrees on all members of American society and the push-back the British received. From the French-Indian War to the Boston Tea Party, from the battles of Lexington-Concord to the Declaration of Independence, students will understand how significant events, conditions, movements, and people profoundly influenced and contributed to the outbreak of revolution. They then move to examining the overall impacts of the American War of Independence; how a move to a republican government was much more difficult and fraught with conflict than anyone may have predicted, and how the new social and economic upheavals impacted everyone from the slave-owning Protestant in the South, to the Native Americans forced westward. They end finally with the development of the Constitution and construction of the Bill of Rights, a task difficult in its own right.

UNIT 4 THE FRENCH REVOLUTION (1774 – 1795)
This unit investigates the French Revolution from the coronation of Louis XVI and his eventual execution, through to the Reign of Terror and the dissolution of the National Convention in 1795. It assesses the causes, development and significance of the French Revolution and considers why it is still regarded as a defining moment in world history today. The new political theories and scientific discoveries of the Enlightenment are explored in detail while the extent and influence of these new ideas on the society of the time is examined. Finally, the question is posed whether the new state established through considerable political, social and violent upheavals was successful in meeting the expectations of the revolutionaries.
LEGAL STUDIES

UNIT 1 GUILT AND LIABILITY
Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation.
In this unit 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. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

UNIT 2 SANCTIONS, REMEDIES AND RIGHTS
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit 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 a 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 judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

UNIT 3 RIGHTS AND JUSTICE
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 this unit 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 from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4 THE PEOPLE AND THE LAW
The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore 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 this unit, students apply legal reasoning and information to actual scenarios.
UNIT 1: IDEAS, ACTORS AND POWER
In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

UNIT 2: GLOBAL CONNECTIONS
This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

UNIT 3: GLOBAL ACTORS
In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which the United States of America uses power to achieve its objectives.

UNIT 4: GLOBAL CHALLENGES
In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.
Languages Other Than English (LOTE)

So you know some Indonesian and would like to know more. Maybe you don’t know any Indonesian but you want to learn it? You can!
Welcome to year 10 Indonesian! This is an accelerated course in Indonesian, designed to give you the skills to continue on to VCE Indonesian if you choose to do so.
In this course you will learn vocabulary and grammar to help you express yourself in everyday situations, talk about your personal world through a range of topics and develop the four macro skills of reading, writing, speaking and listening in Indonesian. You will also learn about the amazing culture of Indonesia.

VCE Subjects

Indonesian Units 1-4

(Units 1 & 2 being offered in 2020, followed by Units 3 & 4 in 2021)

VCE Indonesian Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian in a range of contexts and develop cultural understanding in interpreting and creating language.
Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Structure
The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Aims
This study enables students to:
- communicate with others in Indonesian in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Indonesian is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.
Carefully consider the possible combinations of Year 9, Year 10 and VCE Mathematics units. Choosing the right mathematics pathway is an important decision as many university courses have prerequisites for mathematics. Discuss this with your current Mathematics teacher, careers teacher and your parents.

Courses: Medicine, Pharmacy Sciences, Medical Sciences, Computing and Engineering

Courses: Medicine, Pharmacy Sciences, Medical Sciences, Computing and Engineering

Courses: Medicine, Pharmacy, Sciences, Computing and Medical Sciences

University courses: Arts, Business, Education, Commerce, Law, Nursing and Apprenticeships

Some Apprenticeships, Employment, some TAFE courses.
Mathematics

Why choose mathematics?
Mathematics underpins most industry, trade, commerce and communication systems. The physical sciences, engineering and computer science have traditionally been regarded as requiring a high level of mathematics. Fields such as, geography, biology, art, economics, fashion design and management, increasingly use mathematical techniques.
Carefully consider the possible combinations of VCE Mathematics units. Discuss these with your current Mathematics teacher, Careers Teacher and your parents.

Year 10 Units

Mathematics

Students are required to do two semesters of mathematics in year 10. The level of difficulty of the mathematics unit that the student will be offered at year 10 will be determined by the entry test in term 3 at year 9. Where this does not satisfy the educational aspirations of the student’s family an interviewing panel will make the final recommendation.
Some students (particularly those who are from the SEAL program or Advanced Maths in year 9) will be offered the Year 10 Advanced Mathematics or Year 11 Mathematical Methods.

Advanced Maths
If you wish to go on with a career in maths such as engineering, electronics, science, architecture, IT, aviation or simply wish to keep all your maths options open, then this is the course for you. You will be expected to have achieved a high level of maths skills in year 9 and be motivated to face the challenge mastering the mathematics necessary to go on to year 11 and 12 Mathematical Methods 3-4 or Specialist Mathematics 3-4.
STANDARD MATHS
This is a year 10 course with sufficient depth to prepare you for Year 11 General Mathematics 1-2 and Further Mathematics 3-4 in year 12 and thus satisfy the mathematical requirements of the majority of tertiary courses beyond this. It will also prepare you for both VCAL and TAFE courses and give you confidence in using mathematics in future training.

VCE SUBJECTS

UNITS 1&2 GENERAL MATHEMATICS
This is suitable for students who in the future, wish to complete apprenticeships, TAFE courses or university courses which do not have a high level maths prerequisite. This course is an excellent preparation for Further Mathematics 3-4 or VCAL maths but it does not provide the background for Mathematical Methods or Specialist Mathematics.

UNITS 1&2 FOUNDATION MATHEMATICS or VCAL NUMERACY
This course covers continuing mathematical development with emphasis on the mathematics encountered in life. Areas such as: statistics; the metric system of measurement; manipulation of decimals and percentage in the context of commercial and banking transactions and the use and interpretation of graphs and tables, are featured.
This subject does not provide an adequate basis to proceed to a year 12 mathematics course, however students may continue from this to a senior VCAL.

UNIT 1 AND 2 MATHEMATICAL METHODS
Mathematical Methods is recommended for students wishing to consider a tertiary course in the future and are competent in algebra. It is a prerequisite for a significant number of tertiary courses, being designed to provide a suitable foundation for further studies in science, business, computing and engineering courses. Unit 1 involves the study of algebra (formulae and equations), functions and graphs (straight lines, parabolas and cubics) and introductory calculus (gradient and rates of change).
Unit 2 builds on each area of study covered in Unit 1. It includes probability, algebra, graphs of circular and exponential functions and calculus (differentiation and anti-differentiation).
NB. Students will be assessed via topic tests, projects, problem solving and an exam at the end of each semester.

UNITS 3 AND 4 FURTHER MATHEMATICS
Further Mathematics is suitable for students wishing to complete apprenticeships, TAFE courses and many university courses. It includes the two core topics of Statistics and Finance, then two modules selected from Matrices, Networks, Geometry and measurement, or Graphs and relations. Students are required to do two SACs in both semesters that contribute 34% to their final mark. Two end of year exams contribute the other 66%.
UNIT 3 AND 4 SPECIALIST MATHEMATICS
Specialist Mathematics is the mathematics subject for those students who require a very strong mathematics background. It is the subject for those who are capable mathematics students. Specialist Maths must be studied concurrently with Maths Methods 3 & 4 and you will find that it helps you understand your “Methods” work. It also has a strong connection to Physics and the two subjects complement each other.
Assessment - comprising 34% internal via projects and test and 66% via two external exams held in November. Specialist Maths is a prerequisite for a number of tertiary courses. Topics studied are Trigonometry, Algebra, Complex Numbers, Vectors, Coordinate Geometry Calculus and Kinematics and Mechanics.
Assessment - comprising 34% internal via projects and test and 66% via two external exams held in November.

UNIT 3 AND 4 MATHEMATIC METHODS
Get a smooth ride on the Mad Mouse by joining up the right set of curves. Get the right shape into your coffee percolator so your flow rates don’t amount to overflow; vary the sweeping bends of your cycle track by the Yarra; plot the success of your AFL team in various finals Series Systems - these and many other challenges are ones you may encounter in ventures in this Mathematical Study. Incorporated are the topics and techniques of Co-ordinate Geometry, Algebra, Calculus, Trigonometric Functions and Statistics and Probability.
Mathematical Methods 3 & 4 builds and extends heavily on material developed in Mathematical Methods 1 & 2 and therefore a strong grounding and success in these previous units is highly desirable if not a must. Overall the study of Mathematical Methods is a key requirement of many tertiary courses, particularly those involving science, engineering and computing.
Internal assessment 34%
Two exams in November contributing 66% to overall grade.
**Science**

Scientific discoveries continue to extend the boundaries of our physical world and provide solutions to many of our problems. Including science in your program provides many options for further education and careers.

**Biology** is about understanding the living world. It involves studying living organisms, life processes, and the interactions of organisms with each other and their natural environments. You will acquire practical skills in field and laboratory biology and develop an understanding of the social, economic, and technological contexts of biological science. The study of biology is the study of life.

**Chemistry** is the study of substances, their composition, their effects on one another and our interaction with them. Chemistry is handled in the context of the application of chemical knowledge to technology and society. You will have opportunities to investigate, explore and solve problems, ask questions, and discuss chemical concepts and issues, such as new drugs, synthetic materials, fuels, new forms of food preservatives, biotechnology, microelectronics, transportation and communication systems.

**Physics** is the study of natural phenomena such as energy, light, electricity, movement and the basic structure of matter. In studying physics you will learn how to interpret the world around you. Physics is also useful for pursuing hobbies, confronting technological issues and appreciating a particular way of knowing the world. It will enable you to choose a career in a wide range of technical, trade and professional areas.

**Psychology** is an exciting, modern science that provides students with the opportunity to explore human development and behaviour and to reflect upon their own experiences. Psychology is of value to students because of the skills it enhances, the content it covers and the applications to employment it offers.

**Year 10 Units**

At Year 10 the Science course aims to:

- Prepare students for study in VCE Chemistry, Physics, Biology or Psychology.
- Give students an appreciation of the role of scientific knowledge, skills and thinking in all aspects of their lives.

**SEMESTER 1**

**Biological Science**

In this unit, you will learn about the origins of the Universe and of life on Earth. You will look at the Earth as a system and what is needed to sustain life. You will examine change over time and how living things can become adapted to their environment. In Genetics, you will study patterns of inheritance and the role of DNA. You will examine the role that heredity has in making us who we are, and study new technologies such as cloning and genetic engineering.

**SEMESTER 2**

**Physical Science**

In Physics, you will work on the STELR Project. This is a special program from the Australian Academy of Technological Sciences and Engineering. It looks at climate change, electrical power and energy, energy transformations and renewable energy resources. In Chemistry you will investigate the nature of atoms, molecules and their reactions, building on your experience from year 9. You will explore the chemical makeup of materials and consider their production and everyday use. You will research an application of chemistry in everyday life.

**PSYCHOLOGY**

This unit will be a pathway for students intending to study VCE Psychology. It will introduce students to the scientific study of psychology as the investigation into human behaviour and mental processes. The application and understanding of ethical principles in conducting psychological research and practice is analysed and evaluated. Students learn about different methods and models that describe and explain human behaviour. Topics covered include, Mental Health, Sleep, Intelligence, Memory, Visual Perception and personality. They examine the brain and nervous system as a whole structure and investigate their role in affecting human behaviour.
VCE SUBJECTS
Biology

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?
* How do organisms function?
* How do living systems sustain life?
* Practical investigation: The survival of an individual or species.

This unit answers lots of questions about how living things are able to obtain all the things that are needed to stay alive, from how a tiny cell functions to living in a complex community. It looks at how cells are able to take in nutrients and remove wastes, and how certain characteristics help organisms survive in different habitats. The importance of maintaining the wide variety of living things and their ecosystems is also investigated. Students conduct an independent experimental project.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?
* How does reproduction maintain the continuity of life?
* How is inheritance explained?
* Investigation of an issue.

Cell reproduction and transmission of biological information from one generation to the next are the focus for this unit. Students study the cell cycle, DNA replication, different types of reproduction and cutting edge gene technologies such as stem cells, cloning and gene therapy. Patterns of inheritance are also explored, and students learn how to predict genetic outcomes. They also examine the relationship between genes and the environment. A student-directed research investigation into issues associated with genetics and gene technologies is undertaken.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?
* How do cellular processes work?
* How do cells communicate?

This unit focuses on the study of molecules and biochemical processes that are indicators of life and focuses on the structure of DNA, genes and the code for production of proteins.

Topics covered:
- The significant role of proteins in cell functioning.
- Discovery, through new technologies, of the roles proteins play in cell functions.
- The relationship between the structure and function of DNA and RNA and the diversity of proteins.
- Coordination and regulation, including cell-to-cell communication using nerves or hormones.
- Immune responses, disorders of immune response and acquired immunity.
- Applications of molecular biology, with specific examples.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?
* How are species related?
* How do humans impact on biological processes?

This unit focuses on molecular genetics including the role genes play in establishing biodiversity. Also included is a study of evolution including the historical development of ideas and the use of evidence to support current theories.

Topics covered:
- Practical investigations that involve DNA manipulation.
- Changes in the genetic make-up of populations.
- Changes in biodiversity over time.
- Determining relationships between species.
- Human change over time.
- Bioethical issues associated with the application of particular gene technologies.

Practical investigation: related to material in Units 3&4.
Students design and undertake an investigation related to their studies and present methodologies, findings and conclusion in a Scientific Poster.
CHEMISTRY

UNIT 1 HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students 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. A research investigation is undertaken related to one of ten options that draw upon and extend the content from Unit 1.

UNIT 2 WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. A practical investigation into an aspect of water quality is undertaken with reference to the techniques covered in unit 2.

UNIT 3 HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?
In this unit students explore energy options and renewability. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, the design and operating principles of galvanic cells, fuel cells and electrolytic cells. They investigate equilibrium systems and the rate of reaction to explain the conditions that will improve the efficiency and percentage yield of chemical processes.

UNIT 4 HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?
The carbon atom has 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. 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 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.
UNIT 1 WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?
The students start their studies in Physics looking at heat and thermodynamics. They learn about the particle model of matter and how it relates to thermal energy, conduction, convection, radiation and equilibrium. This develops to an understanding of human enhanced greenhouse effect, the implications of electricity production using fossil fuels, and conserving energy through clever design. Students then progress to electric circuits basics; voltage, current and resistance as well as diodes and thermistors. The course wraps up with a look at the genesis of the Universe and the elementary particles that comprise all matter.

UNIT 2 WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?
This unit starts with nuclear physics; radioactive isotopes and their decay, types of radiation, nuclear fusion and fission. Students then have a thorough introduction to motion covering; the use of vectors and graphs to represent motion, equations of motion, motion due to gravity, momentum and Newton’s three laws of motion, torque, work and the relationship between energy and motion. Students then engage in autonomous research, they choose to investigate a topic from 12 options related to previous topics:
- What are stars?
- Is there life beyond the 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?

The students are then required to propose a question then design and conduct an experiment that attempts to answer the question.

UNIT 3 HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?
Why do moons planets and satellites orbit objects? How can you create electricity by simply moving pieces of wire? What happens when you travels at speeds close to the speed of light, do you really shrink and does time actually slow down?
These are all areas of study in this course.

Students will examine how things move without physical contact, exploring gravitational, electric and magnetic forces. They look into the production of electricity and the processes involved with transferring electricity into homes. They study motion in one and two dimension through the Newtonian model. Explore Einstein’s theory of special relativity and how it effects time and length. They also investigate theoretically and practically the relationships between force, energy and mass.

UNIT 4 HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?
How is light produced? Can it really behave as both an energy wave and a particle? Do you have a physics question that needs to be answered?

In this unit students study the behaviour of light, how it moves and reacts with matter. They start of by looking at mechanical waves including sound and resonant frequencies of objects to get a good understanding of how waves travel and react. They then investigate the behaviour and production of light including synchrotron light. This then moves into comparing the behaviour and similarities of light and matter.

Finally, the students will design and undertake their own practical experiment where they can put all their scientific knowledge to practice to answer their own question.
Psychology

UNIT 1 HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?
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.

UNIT 2 HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?
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.

UNIT 3 HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?
In this unit students examine the 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 capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. 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.

UNIT 4 HOW IS WELLBEING DEVELOPED AND MAINTAINED?
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
Technology

There are four fields of study:

**Design and technology**

**Food technology**

**Systems technology**

**Information technology**

All units are designed to reinforce many aspects through ‘hands on’ practical application. Technology Studies will help you to cope with the rapid technological changes that you will face as you enter society.

Computer aided design (CAD) may be used for designing and drawing and computer simulation software may be used in systems engineering.

**Material Costs:** You may be required to pay for high cost materials (consumables) that you use in Technology Units.

Information Technology involves the use of electronic equipment (computers) to assist in processing, managing and communicating information to solve problems and make decisions. Information Technology makes it possible to process information more quickly and easily than ever before. The impact of Information Processing is felt in most types of organisations: factories, offices, homes and school. Our society increasingly relies on the power of information and Information Technology.
YEAR 10 UNITS

PRODUCT DESIGN AND TECHNOLOGY

0TDT1 and 0TDT2
This unit focuses on original and imaginative designs. Through the Product Design Process student will investigate appropriate materials to be used in their production, various fixing methods, production process charts containing costing designs, evaluation and analysis criteria. Students will use various electrical and hand tools to complete their production, learning new skills and safe work practices. Students will be trained to use machines such as lathes, horizontal band saws, oxy-acetylene tools, hydraulic bending, MIG welding, biscuit joiner, belt sanders, orbital sanders and use a variety of manufacturing skills to produce a high quality end product. Digital measuring tools such as Vernier calipers and Micrometers will be used to measure, as well as machine digital readout to ensure high accuracy in their production.

This is a semester based subject, students cannot undertake this unit in Semester 1 as well as Semester 2

FOOD TECHNOLOGY

TFW3
This unit involves both practical and theory components. Students will learn the functional ingredients in food by conducting food experiments and will compare a range of cooking methods and methods of heat transfer. They will also study safety and hygiene practices, and complete an investigation into a food poisoning bacteria. Students will compare Home Meal Replacements with meals made fresh, using sensory analysis and other social factors that contribute to food choice, including diet choice. This subject is to prepare students for VCE Food Studies.

TFW4
This unit involves both practical and theory components. Students will study multicultural food influences, particularly from Asia, and will design their own fusion dish. They will explore food allergies and intolerances, and how to substitute foods to cater for people with food restrictions, as well as learning to read food labels and understand food information. This subject is to prepare students for VCE Food Studies.

INFORMATION TECHNOLOGY

Year 10 Computing – Digital Technologies

TIW3
Digital Technologies comprises of three related strands: Digital Systems, Data and Information, and Creating Digital Solutions.

Digital Systems
The focus is on the hardware, software and network components of digital systems. Students initially learn about a range of hardware and software, and progress to an understanding of how data are transmitted between components within a system, and how the hardware and software interact to form networks.

Data and Information
Students design and build databases. We focus on the properties of data, how they are collected and represented, and how they are interpreted in context to produce information. Students learn how data are represented and structured symbolically for use by digital systems, as well as techniques for collecting, managing and organising data that is used to solve problems and create and communicate ideas and information.

Digital Solutions – Web Design and Online Security

TIP3
Explores the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. Creating Digital Solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols.
VCE
Information & Communications Technology

Preparing you for tomorrow today. You are going to work in a global world, be a member of virtual teams, share and build your knowledge on online forums, collaborate online. In our ICT classes you will develop skills in using these technologies so that you will be an asset to any employer and yourself as you will be able to participate in your community more effectively if you have the skills. But you can use your skills now. You don’t have to wait until tomorrow. ICT is a now subject!

UNIT 1 COMPUTING – DATA ANALYSIS, NETWORKING & ISSUES IN IT
In this course, you learn how the technologies work; and how to use them efficiently to create dynamic electronic products. You explore some issues surrounding the use of ICT. You will:

- Create a multimedia product
- Design, develop and create infographics
- Collaboratively create an on screen product about a contemporary ICT issue

UNIT 2 COMPUTING
You will learn about programming software authoring tools and pathways in ICT industry. Networked systems are introduced and you learn about collaborative problem solving methods and reflective learning. The outcomes you will achieve are:

- Learn and implement scripting and basic programming concepts
- Create a database solution to solve an information problem
- Investigate data privacy and security threats

UNIT 3 INFORMATICS
In Informatics Units 3 students focus on data management, information and information systems. In Unit 3 students:

- Consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs
- Investigate the ways in which organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider user interactions.
- Examine how relational database management systems (RDBMS) store and manipulate data typically acquired.

Pose a hypothetical question then design a comprehensive survey to investigate their hypothesis. The focus is on primary and secondary data collection, manipulation and analysis.

UNIT 4 INFORMATICS
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information.

- In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution (website) that effectively communicates the conclusion and findings.
- Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information.
**Design and Technology**

Students should choose Design and Technology as EITHER Wood or Engineering.

**UNIT 1 PRODUCT REDESIGN AND SUSTAINABILITY**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Many products in use today have been redesigned to suit the changing needs and demands of users. Students acquire a knowledge of material use and suitability for use in particular products, develop a design folio being aware of design processes and factors and the safe use of tools, equipment, machines and materials during production.

**UNIT 2 COLLABORATIVE DESIGN**

In this unit students work in teams to design and develop a product, contributing to the design, planning and production. Students will work both individually and as a member of a design team to address a problem or need of a client. The product can be produced individually or collectively from their working drawings and production plans, developing practical skills working safely with many hand and electrical tools and machines located in the workshop.

**UNIT 3 APPLYING THE PRODUCT DESIGN PROCESS**

The design and development of a product for the mass market is subject to a range of complex forces. These include client requirements, social and economic trends, availability of resources and technological developments in industry. Design and production in an industrial setting provides a marked contrast to that in a "one-off" situation in a school workshop.

**UNIT 4 PRODUCT DEVELOPMENT AND EVALUATION**

This unit focuses on how judgements of the success of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered when analysing the finished production and processes.

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**VCE Food Studies**

**Unit 1 - Food origins**

This subject contains both theory and practical elements. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

**Unit 2 – Food makers**

This subject contains both theory and practical elements. Students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.
Unit 3 – Food in daily life
This subject contains both theory and practical elements.
Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the chemical changes of food during food preparation and cooking. Students look at how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4 - Food issues, challenges and futures
This subject contains both theory and practical elements.
Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students conduct research on a current issue to find solutions and analyse work undertaken to solve problems and support sustainable futures.
Student also focus on food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices and develop skills by interpreting food labels and analysing the marketing terms used on food packaging. Students research contemporary food fads, trends and diets and draw evidence based conclusions.

Systems Engineering

UNIT 1 AND 2 MECHANICAL AND ELECTRO FUNDAMENTALS
These two units focus on mechanical and electronic engineering fundamentals. The underlying principals and building blocks that operate in the simplest to more complex systems are examined. Mechanical and electronic theoretical concepts are explored in detail as well as the technology production process. Students apply their knowledge to design, construct, test and evaluate operational systems of their choice. Past products have included games, robotic vehicles and modular alarm systems.

UNIT 3 AND 4 ENERGY, INTEGRATION AND CONTROL
These units focus on mechanical and electronic systems which combine to form an integrated technological system. Engineering principals are applied and underpin the construction of a substantial controlled, integrated system of the student’s choosing. The use of energy and issues in relation to powering systems is explored. Research into renewable and non-renewable energies is the focus of assessed coursework in unit 3 whilst new and evolving technologies is the basis of assessed coursework in unit 4.
Vocational & Educational Training

Background to VET

Vet in the VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning) combines general VCE/VCAL studies with vocational training and experience in the workplace.

Successful completion of a VET in the VCE program can provide students with two qualifications:

- A VCE or VCAL issued by the Victorian Curriculum and Assessment Authority (VCAA) and a VET Certificate issued by a Registered Training Organisation (RTO).

As well as

- The ability to use the VET modules completed to gain credit in future apprenticeships or traineeships.
- The ability to see what a particular industry is like without leaving school.
- Workplace experience in an area in which they might gain employment.
- Another way to incorporate practical skills into their education.
- Direct experience of business and industry, which employers value in job selection.

VET as part of the VCE or Victorian Certificate of Applied Learning (VCAL).

All Vet courses can be part of either a VCE or VCAL program. Most courses contribute 4 units, two at year Unit 1/2 level and two at Unit 3/4 level.

Some courses offer students the ability to gain a study score. Those with a 3/4 sequence which don’t have course work for a study score offer a 10% increment as a fifth or sixth subject in the VCE.

Most VCAL students are required to undertake an Industry Specific component as part of their course. This means that a VET course, or equivalent, such as a School Based Apprenticeship may be necessary.

Who should enrol?

There are two important things to understand about VET:

1. VET courses are equivalent to taking on a VCE subject.
2. There is quite a bit of theory in all VET course especially in first year. Expect to have to complete bookwork.

VET courses are available to year 10 students on a limited basis and to Year 11 and 12 students subject to the course counselling process. Selection of a VET course can restrict the choice of subjects that can be chosen in other areas due to timetabling constraints.

Regular attendance at VET is essential as components of work missed due to absence can be very difficult to catch up.

HOW DOES A VET COURSE WORK?

If enough students from schools in the VET cluster enrol for a particular course that course will run.

Every Thursday students enrolled in a Vet course undertake training for their VET certificate.

All Vet courses are made up of modules or separate units of work.

Each module covers a set of knowledge or skills, (referred to as a competency), which must be completed to achieve the certificate. Some of the theory work is expected to be completed at home particularly if the student misses any classes. For example each course has an Occupational Health and Safety module which students must complete before they undertake practical components of the course.

If a student takes up employment in the area of their VET course they will be given credit in their training for the modules completed in their VET course.
All VET courses have Occupational Health and Safety, Workplace Communication and Knowledge of the Industry modules. Other more specific modules are included and will be described under each separate course.

Work placement is an important part of many of our VET courses. This can be completed either during term or during the holidays.

COSTS INVOLVED
By combining with other schools we are able to keep costs to a minimum. The school asks for a deposit from each student to assist with costs. This also indicates that the student has a level of commitment and intends to complete the two years of the course. The school organises and pays for bus travel to local venues. Most VET courses also have costs associated with protective or specialist clothing. We have tried to indicate the usual costs associated with each course but these can only be taken as a guide.

Vet Courses
Depending on numbers the following programs may be on offer:

- Aeroskills
- Automotive
- Building and Construction
- Engineering
- Hospitality – Kitchen Operations
- Plumbing
- Electrical
- Animal Studies
- Early Childhood Education and Care
- Salon Assistant (Hairdressing and Beauty)
- Music Industry (Technical Production)
- Health Support Services