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**VCE**

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This Guide contains information about Year 10, The Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

Emerald Secondary College also offers access to a wide range of Vocational Educational & Training (VET) subjects, offered onsite at Emerald, at other schools as part of the Mullum Cluster, TAFE and tertiary institutions.

This Guide should be used by students to help plan their pathway through senior school by selecting combinations of subjects which compliments their strengths, interests and pathway aspirations and goals.

Throughout the course selection process students are supported through targeted pathways information sessions, individual counselling, information evenings and the Future Options Expo at school. There are also numerous careers and pathways excursions for students, and on-demand support for students and families as needed.

The Senior School Student Handbook lists the rules set by VCAA and Emerald Secondary College for the VCE and VCAL at Emerald Secondary College. The Handbook also outlines College policies and procedures for promotion, acceleration and successful completions of the VCE and VCAL.
**LEARNING. PATHWAYS**

**VCE**
(Victorian Certificate of Education)
Usually 20–24 units
90 different studies available

**VCAL**
(Victorian Certificate of Applied Learning)
Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills, Personal Development Skills

**VET**
VCE VET Program
School-based Apprenticeship and Traineeship
Other VET Certificates

**Completion of VCE**
**Completion of VCAL**

**EMPLOYMENT/APPRENTICESHIP/TRAINEESHIP**

**TAFE**
CERTIFICATE II/III/IV, DIPLOMA, ADVANCED DIPLOMA

**University**
Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tr>
<td><strong>ATAR</strong></td>
<td>Australian Tertiary Admission Rank (previously ENTER). Used by Universities and TAFEs to select students for entry into their courses</td>
</tr>
<tr>
<td><strong>GAT</strong></td>
<td>General Achievement Test, completed by all students doing a VCE Units 3 and 4 sequence or a scored VET subject.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>“Not satisfactory” result for a unit</td>
</tr>
<tr>
<td><strong>NA</strong></td>
<td>Not assessed (work not submitted)</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>What you are expected to know and be able to do by the time you have finished a VCE Unit</td>
</tr>
</tbody>
</table>
| **S** | Satisfactory completion for a Unit or piece of work:  
*Met required standard,*  
*Work was submitted on time,*  
*The work is clearly the student’s own,* and  
*Student has observed VCAA and College rules, including attendance* |
| **SAC** | School Assessed Coursework |
| **SAT** | School Assessed Task |
| **SBAT** | School Based Apprenticeship or Traineeship |
| **UG** | Ungraded result for a piece of work:  
*Did not meet required standard,*  
*Work was not submitted on time,*  
*The work is clearly not the student’s own,* or  
*Student has not observed VCAA and College rules, including attendance* |
| **VCAA** | Victorian Curriculum and Assessment Authority - manages the VCE and VCAL |
| **VCE** | Victorian Certificate of Education |
| **VCAL** | Victorian Certificate of Applied Learning |
| **VET** | Vocational Education and Training |
| **VTAC** | Victorian Tertiary Admissions Centre - calculates the ATAR and processes applications for tertiary entrance |
What will be your future pathway?

Subject Selection and Further Study

Before choosing subjects, it’s important to consider what pathway students would like to pursue. When deciding which subjects to take at VCE level, students should consider:

- What are my skills and abilities?
- What are my likes and dislikes?
- What are my best school subjects?
- Do the subjects I wish to do form part of a viable program?

Your Career Action Plan is an important part of developing your senior school course, and can be accessed through the Insights tab on Compass.

Prerequisites for Further Study

Students who intend taking further study will need to be aware of the prerequisites set by tertiary institutions. Details of all tertiary courses and the majority of full time TAFE courses are provided on the VTAC website. Many TAFE courses give credit for particular subjects successfully completed at VCE level. Some courses require specific subjects at UNIT 1 and 2 level so it is important to find out about likely career prospects prior to selecting Year 11 subjects. Details are available from the Pathways Leader.

VTAC publications can be downloaded at www.vtac.edu.au/publications.html.

How to use this Course Guide

Consider....

- Are you best to do VCE or VCAL?
- Which subjects are you interested in?
- Check the unit descriptions for those units.
- What are the prerequisites for the tertiary courses you are interested in?
- Should you include a Year 12 subject as part of your Year 11 program?

Students who don’t have a clear idea of their career path are advised to develop a program that will allow for two or more different pathways. Seek assistance if you are unsure of your career direction or subject choice.

Additional Course Requirements and Costs

Some subjects have fees associated with them that cover consumables, materials, excursions etc. These additional costs are covered in the subject description in this booklet. Please note that, at the time of publication, these fees were correct. However, they may be subject to change dependent on the provider/supplier.

The Careers Room contains many resources such as:
Handbooks from tertiary institutions
The Job Guide
VTAC guides
Senior School Course Selection Guide
Lists of useful websites
Careers tests

Our Pathways Leader is also available to talk with you and/or your parents and help you to find accurate information on which to base your decisions.
Available VCE Units

Selections must comply with Satisfactory Completion requirements listed earlier in this handbook.

**English - (P. 51)**
- English
- Literature

**Mathematics - (P. 53)**
- Yr 11 – Foundation
  - General
  - Methods
  - Specialist
- Yr 12 – Further
  - Methods
  - Specialist

**The Arts - (P. 60)**
- Media
- Music
- Studio Arts
- Theatre Studies
- Visual Communication & Design

**Business Studies - (P. 65)**
- Accounting
- Business Management
- Economics
- Legal Studies

**Health and Physical Education - (P. 69)**
- Health & Human Development
- Outdoor and Environment Studies
- Physical Education
- Cert. III Sport & Recreation

**Humanities - (P. 73)**
- Geography
- History
  - Yr 11 - 20th Century Units 1 & 2
  - Ancient Units 1 & 2
  - Yr 12 - Revolutions Units 3 & 4
  - Ancient Units 3 & 4

**Science - (P. 78)**
- Biology
- Chemistry
- Physics
- Psychology
- Systems Engineering

**LOTE - (P. 82)**
- Japanese

**Technology - (P. 83)**
- Product Design and Technology
  - Textiles
  - Wood
- Food Studies
- Information Technology
  - Yr 11 - Computing Units 1 & 2
  - Yr 12 - Informatics Units 3 & 4
  - Software Development Units 3 & 4
- Cert. II Kitchen Operations
Victorian Certificate of Education (VCE)

The Victorian Certificate of Education is a two year program studied in a student’s final years of schooling, usually in Year 11 and Year 12. At the end of the VCE students can receive an ATAR, or Australian Tertiary Admissions Ranking, which is used to apply for a University place. The VCAA (Victorian Curriculum and Assessment Authority) oversees the delivery of the VCE in schools and educational institutions.

The VCE is most commonly completed over two years, however there is no limit to the number of years you may take to accumulate unit results towards achieving the Certificate. If you require an ATAR score you must complete the program within 3 years.

The VCE is made up of many different units of study. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. Units 3 and 4 of a study must be completed as a sequence (within the same year).

VCE Program
Students in Year 11 study six Unit 1 & 2 subjects. Students in Year 12 study 5 Unit 3 & 4 subjects. Some students successfully apply to complete accelerated studies in Year 10, 11 and 12, which can positively add towards a student’s final ATAR.

Satisfactory Completion of the VCE
To successfully complete a Unit in the VCE, a student must successfully complete all coursework, SACs/SATs (scored assessment) and meet the minimum College attendance requirement (90%).

To meet the requirements of the VCE, each student must satisfy the following:

- demonstrate all learning outcomes in a minimum of 16 Units (achieve an “S”), which must include:
  - 3 units of English or English equivalent (ESL, Literature or Language), two of which must be a Unit 3 and 4 sequence
  - 3 sequences of unit 3 and 4 (year 12) studies other than English

Calculation of the ATAR (Australian Tertiary Admissions Rank)
An ATAR aggregate is calculated by adding:

- a student’s best ATAR Subject Score in any one of the English studies, plus
- the ATAR Subject Scores of the student’s next best three permissible studies, plus
- 10 per cent of the ATAR Subject Score for a fifth study (where available), plus
- 10 per cent of the ATAR Subject Score for a sixth study (where available).

All VCE study scores are scaled to adjust for the fact that it is more difficult to obtain a high study score in some studies than others. The scaled study scores are called ATAR Subject Scores.

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as ‘less than 30’. If a student receives a rank of 75.00, it means that they have achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).
Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is offered at Year 10, 11 and 12. It is an applied learning approach with competency based assessment designed to increase pathway options for senior students. Students who select VCAL usually have a clear idea of what career they want to do and are looking to start a TAFE course, an apprenticeship/traineeship or full time work after leaving Emerald Secondary College.

A VCAL student may be enrolled in a VCAL certificate at one of the following two award levels:

Victorian Certificate of Applied Learning (Intermediate)
Victorian Certificate of Applied Learning (Senior)

At Emerald Secondary College, we offer Intermediate and Senior VCAL to students in Years 11 and 12. At Year 10 we offer a VCAL Pathway that allows students to gain units towards their Intermediate Certificate for the following year. Students need to be aware that Senior VCAL is a Year 12 equivalent certificate but does not offer a direct pathway to University and some TAFE courses as an ATAR score is not awarded.

A VCAL Learning Program covers four subjects: Literacy, Numeracy, Work Related Skills, Personal Development Skills. The work placement and VET TAFE study are undertaken offsite, and the VCAL Certificate days are outlined below. Please note that work placement and TAFE days are dependent on the student’s individual course.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Year 10 VCAL Pathway</th>
<th>Intermediate VCAL</th>
<th>Senior VCAL</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Emerald SC</td>
<td>Emerald SC</td>
<td>Emerald SC</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Emerald SC (TAFE*)</td>
<td>TAFE/Work Placement</td>
<td>TAFE/Work Placement</td>
</tr>
<tr>
<td>Thursday</td>
<td>Emerald SC</td>
<td>TAFE/Work Placement</td>
<td>Emerald SC</td>
</tr>
<tr>
<td>Friday</td>
<td>Emerald SC</td>
<td>Emerald SC</td>
<td>TAFE/Work Placement</td>
</tr>
</tbody>
</table>

Successful Attainment of the VCAL

VCAL Learning Programs must be made up of units that will lead to a minimum of ten credits which includes VCAL/VET/SBAT (School Based Apprenticeship & Traineeship) programs. One credit is awarded upon the successful completion of a unit (at school) or 90 hours of VET study. VCAL assessment is based on competencies. A student is required to demonstrate competency in all outcomes of a unit in order to pass the subject/unit. Students are required to attend TAFE, work and school and be organised to complete these activities each week. Students are required to find their own work placement.

Applying for the VCAL

Students apply for VCAL when completing their course selection. Students will also be interviewed by the VCAL Coordinator and/or a Senior School Representative to determine suitability.

All VCAL students who are accepted into the College VCAL program will need to enrol in a VET subject OR an SBAT (see below). Please note that there are additional charges for undertaking the courses that are set by the TAFE/RTO (Registered Training Organisation), e.g. VFA Training, and student’s complete the RTO’s application process to be accepted. VET places are limited and external providers have strict cut off dates and fees which are not controlled by the College.

Costs of the VCAL

Students are required to pay the Materials fee of their VET course – see VET Costs further on. The Tuition fee is covered by the College and is usually double the Materials fee.

There is also an additional VCAL Levy to be paid to the school by the student.
In this program students receive one day of paid, on-the-job training with an employer, perhaps one day of training at a TAFE and the other days at school completing their VCAL or VCE. There may be additional training at weekends or during school holidays. The SBAT will gain the student credit towards their VCAL.

All apprenticeship areas can be an SBAT, as long as a suitable employer is found. Not all employers have the capacity to take on a new apprentice. Should a student wish to participate in this program, seeking a suitable, willing employer is the first step. If an employer is found, contact the VET Coordinator to further facilitate the process.

You may also wish to contact our Pathways Leader, VET/VCAL Coordinator or Senior School Leader to discuss these programs.

Some examples of industry areas suitable for SBAT’s are: Children’s Services, I.T., Hospitality, Retail, Horticulture, Engineering, Electrical, Building and Construction, Office Administration, Hairdressing, Cabinet Making and Sport and Recreation.
Vocational Education and Training (VET) Program

VET is a senior study that enables secondary students to complete a national recognised qualification whilst at school. Students can combine a VET with either their VCE or VCAL program.

VET is usually a two year program and is completed at Emerald, at another school as part of the VET in Schools Program, or at a TAFE or tertiary institution. VET allows students credit towards further study and/or employment, and focuses on industry specific skills. A VET subject compliments a student’s chosen pathway.

VET and the VCE
VET courses are incorporated into the VCE and can contribute to the calculation of the ATAR. Note that not all studies contribute to the ATAR so make sure you have chosen a VET which matches your pathway and is a scored VET subject.

VET and VCAL
Student completing VCAL must study a VET course related to their chosen pathway. The VET component of the VCAL must be completed successfully for a student to be awarded their VCAL certificate. VET courses have several other requirements that must be adhered to, including attendance, specialist equipment etc.

The following VET courses and locations are approved for Emerald Secondary College students to be undertaken in 2019. Please note that courses run based on student demand and other factors including the availability of rooms and equipment.

| Cert II and III in Acting (Screen) – MBCTA Youth Centre Boronia | Cert II in Horticulture – Swinburne (KIOSK) |
| Cert III in Allied Health Assistance – Box Hill TAFE | Cert II in Hospitality – Aquinas College and Mater Christie College |
| Cert II Animal Studies – Box Hill TAFE | **Cert II in Hospitality (Kitchen Operations) – E.S.C., Aquinas, Belgrave Heights CS and Aquinas College |
| Cert II in Automotive Studies (Mechanics) – Ringwood Trade Training Facility | Cert II in Make-up Services – Box Hill TAFE and Headmasters Advanced Academy |
| Cert II in Automotive Studies (Panel and Paint) - Chisholm Dandenong | Cert III in Media – Upwey High School and Boronia Heights College |
| Cert III in Beauty Services - Headmasters | Cert III in Music, Music Industry or Live Production – Scoresby Secondary College |
| Cert II in Building and Construction (Carpentry) – Aquinas, St Joseph’s and Wantirna Colleges | Cert III in Music, Music Industry or Live Production – Aquinas and Upwey High School |
| Cert II in Business – Fairhills High School or Swinburne (KIOSK) | Cert II in Plumbing - Aquinas College |
| **Cert II in Community Services – (Units 1 / 2 available at E.S.C. Units 3 / 4 available at Box Hill TAFE) | Cert II in Retail - Swinburne (KIOSK) |
| Cert II in Electrotechnology – Box Hill TAFE | Cert II in Retail Cosmetics – Aspiring Beauty |
| Cert II in Engineering Studies (available at E.S.C) | Cert II in Salon Assistant (Hairdressing) |
| ** VET available at Emerald Secondary College | **Cert III Sport and Recreation offered at E.S.C. |

VET Costs
VET programs will incur a materials cost ranging between $200.00 and $1500.00 depending on the program. Costs are calculated based on equipment requirements.

**Material costs** cover materials used or taken home by the student. These are set by the providers and change every year. More information will be distributed later in the year, and we can provide a rough guide.

**Tuition costs** cover the teaching component of the subject, and are paid for by the College. This fee is at least double the cost of the materials fee. Students are expected to complete an entire year in their VET course. If a student withdraws from a VET course there is no refund of the materials fee from the provider, and the College still pays the tuition fee.
## Subject Pathways

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Foundation English Unit 1 &amp; 2</strong></td>
<td><strong>English Unit 1 &amp; 2</strong></td>
<td><strong>English Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>English</td>
<td><strong>Essential English</strong></td>
<td><strong>English Unit 1 &amp; 2</strong></td>
<td><strong>English Unit 3 &amp; 4</strong></td>
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<tr>
<td>Enrichment English</td>
<td><strong>English Unit 1 &amp; 2</strong></td>
<td><strong>Literature Unit 1 &amp; 2</strong></td>
<td><strong>Literature Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td><strong>Foundation Maths Unit 1 &amp; 2</strong></td>
<td><strong>General Maths Unit 1 &amp; 2</strong></td>
<td><strong>Further Maths Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>General Maths Unit 1 &amp; 2</strong></td>
<td><strong>Further Maths Unit 3 &amp; 4</strong></td>
<td><strong>Further Maths Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Maths Enrichment</td>
<td><strong>Maths Methods Unit 1 &amp; 2</strong></td>
<td><strong>Specialist Maths Unit 1 &amp; 2</strong></td>
<td><strong>Specialist Maths Unit 3 &amp; 4</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td><strong>Chemistry Unit 1 &amp; 2</strong></td>
<td><strong>Chemistry Unit 3 &amp; 4</strong></td>
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<tr>
<td>Biology</td>
<td><strong>Biology Unit 1 &amp; 2</strong></td>
<td><strong>Biology Unit 3 &amp; 4</strong></td>
<td><strong>Biology Unit 3 &amp; 4</strong></td>
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<tr>
<td>Psychology</td>
<td><strong>Psychology Unit 1 &amp; 2</strong></td>
<td><strong>Psychology Unit 3 &amp; 4</strong></td>
<td><strong>Psychology Unit 3 &amp; 4</strong></td>
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<td>Physics</td>
<td><strong>Physic Unit 1 &amp; 2</strong></td>
<td><strong>Physic Unit 3 &amp; 4</strong></td>
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<tr>
<td>STEM Engineering</td>
<td><strong>Systems Engineering Unit 1 &amp; 2</strong></td>
<td><strong>Systems Engineering Unit 3 &amp; 4</strong></td>
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<td><strong>Humanities</strong></td>
<td><strong>Economics Unit 1 &amp; 2</strong></td>
<td><strong>Economics Unit 3 &amp; 4</strong></td>
<td><strong>Economics Unit 3 &amp; 4</strong></td>
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<tr>
<td>Geography</td>
<td><strong>Business Management Unit 1 &amp; 2</strong></td>
<td><strong>Business Management Unit 3 &amp; 4</strong></td>
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<tr>
<td>Modern History</td>
<td><strong>20th Century History Unit 1 &amp; 2</strong></td>
<td><strong>History: Revolutions Unit 3 &amp; 4</strong></td>
<td><strong>History: Revolutions Unit 3 &amp; 4</strong></td>
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<tr>
<td>Disasters of the Ancient Past</td>
<td><strong>Ancient History Unit 1 &amp; 2</strong></td>
<td><strong>Ancient History Unit 3 &amp; 4</strong></td>
<td><strong>Ancient History Unit 3 &amp; 4</strong></td>
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<td>Legal Studies</td>
<td><strong>Legal Studies Unit 1 &amp; 2</strong></td>
<td><strong>Legal Studies Unit 3 &amp; 4</strong></td>
<td><strong>Legal Studies Unit 3 &amp; 4</strong></td>
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<td>VET Cert II Community Services</td>
<td><strong>VET Cert III Community Services</strong></td>
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<td><strong>Health &amp; Physical Education</strong></td>
<td><strong>Health &amp; Human Development Unit 1 &amp; 2</strong></td>
<td><strong>Health &amp; Human Dev Unit 3 &amp; 4</strong></td>
<td><strong>Health &amp; Human Dev Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Physical Education Fitness &amp; Coaching</td>
<td><strong>Physical Education Unit 1 &amp; 2</strong></td>
<td><strong>Physical Education Unit 3 &amp; 4</strong></td>
<td><strong>Physical Education Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>VET Cert III Sport &amp; Recreation</td>
<td></td>
<td><strong>this is completed as a two year program</strong></td>
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<tr>
<td><strong>Outdoor Education</strong></td>
<td><strong>Outdoor Education Unit 1 &amp; 2</strong></td>
<td><strong>Outdoor Education Unit 3 &amp; 4</strong></td>
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<td><strong>STEAM Design</strong></td>
<td><strong>Art</strong></td>
<td><strong>Studio Art Unit 1 &amp; 2</strong></td>
<td><strong>Studio Art Unit 3 &amp; 4</strong></td>
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<td>Art</td>
<td><strong>Ceramics</strong></td>
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<td><strong>Photography</strong></td>
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<td>Photography</td>
<td><strong>Visual Communication Unit 1 &amp; 2</strong></td>
<td><strong>Visual Communication Unit 3 &amp; 4</strong></td>
<td><strong>Visual Communication Unit 3 &amp; 4</strong></td>
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<td>Media</td>
<td><strong>Media Studies Unit 1 &amp; 2</strong></td>
<td><strong>Media Studies Unit 3 &amp; 4</strong></td>
<td><strong>Media Studies Unit 3 &amp; 4</strong></td>
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<td><strong>Music</strong></td>
<td><strong>Music</strong></td>
<td><strong>Music Performance Unit 1 &amp; 2</strong></td>
<td><strong>Music Performance Unit 3 &amp; 4</strong></td>
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<td><strong>Theatre Studies Unit 3 &amp; 4</strong></td>
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<td><strong>International Cookery</strong></td>
<td><strong>Food Technology Unit 1 &amp; 2</strong></td>
<td><strong>Food Studies Unit 3 &amp; 4</strong></td>
<td><strong>Food Studies Unit 3 &amp; 4</strong></td>
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<td>Patisserie</td>
<td><strong>Advanced Patisserie</strong></td>
<td><strong>VET Hospitality Kitchen Ops Yr 1</strong></td>
<td><strong>VET Hospitality Kitchen Ops Yr 2</strong></td>
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<tr>
<td>Textiles</td>
<td><strong>Product Design &amp; Technology: Textiles</strong></td>
<td><strong>Product Design &amp; Technology Textiles Unit 1 &amp; 2</strong></td>
<td><strong>Product Design &amp; Technology Textiles Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Wood Technology</td>
<td><strong>Product Design &amp; Technology: Wood</strong></td>
<td>**Product Design &amp; Technology Wood Unit 1 &amp; 2</td>
<td><strong>Product Design &amp; Technology Wood Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Game Making &amp; Coding</td>
<td><strong>Coding &amp; Computing Robotics Engineering</strong></td>
<td><strong>Computing Unit 1 &amp; 2</strong></td>
<td><strong>Informatics Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Software &amp; App Dev</td>
<td><strong>Software Dev Unit 3 &amp; 4</strong></td>
<td><strong>Software Dev Unit 3 &amp; 4</strong></td>
<td><strong>Software Dev Unit 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Japanese</td>
<td><strong>Japanese</strong></td>
<td><strong>Japanese Unit 1 &amp; 2</strong></td>
<td><strong>Japanese Unit 3 &amp; 4</strong></td>
</tr>
</tbody>
</table>
Year 10 Course Overview

Year 10 courses prepare students for their final years of schooling, and for their pathway once leaving school. There are two courses to choose from in Year 10; Mainstream Pathway or VCAL Pathway.

Mainstream Pathway

The Year 10 Mainstream Pathway leads to either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) in Years 11 and 12. Students who take the Mainstream Pathway can also take a Vocational Education and Training (VET) course in place of one of their subjects. In order to have a direct pathway to university entrance at the end of Year 12, a student must undertake a VCE course in Years 11 and 12.

The Year 10 Mainstream Pathway consists of a combination of core and elective subjects designed to maximise student choice.

Key information on Year 10 subjects:
- Students complete six subjects each semester.
- English and Maths are compulsory core subjects and must be undertaken in both semesters.
- Students are also to undertake one Science and one Humanities subject.
- Apart from the core subjects, students select Year 10 subjects from Health and Physical Education, Arts and Technology which support their pathway goals.
- Students should take note of which Year 10 subjects are required as pre-requisites for Year 11.
- Japanese, VCE and VET subjects are year-long subjects, and replace two Free Choice options.

Accelerated VCE Subjects in Year 10

Year 10 students are able to apply to study VCE subjects to complement their Mainstream Pathway program. Completing Units 1 and 2 of a VCE subject in Year 10 can have a number of advantages including creating opportunities for achieving a higher rank at the end of Year 12. To successfully apply for acceleration a student must be performing at least 6 months ahead of the expected level in the relevant subject, and be at least at expected standard in English.

Students are not permitted to accelerate Year 11 English, Literature, Maths Methods, Specialist Maths, Chemistry, Physics or Japanese.

Acceleration Application Forms are available on the College website.

VCAL Pathway

The VCAL Pathway course allows students to experience VCAL in a mainstream setting. The Year 10 VCAL Pathway leads to the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE) in Years 11 and 12. The Year 10 VCAL Pathway includes one or more Vocational Education and Training (VET) subjects. The VCAL Pathway course is the same as the mainstream Pathway course with the following differences:
- VET subject studies at Emerald SC (optional)
- VET subject studies at TAFE course occurring on Wednesday afternoons (optional)
- 1 unit of each of the VCAL units Personal Development Skills (PDS) and Work Related Skills (WRS) replacing 2 elective choices.

Students also choose from the same mix of electives as the Mainstream Pathway students.
### Year 10

#### Core Subjects

<table>
<thead>
<tr>
<th>English (must choose 1) Page 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maths (must choose 1) Page 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Maths Enrichment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science (must choose 1) Page 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Physics</td>
</tr>
</tbody>
</table>

#### Elective Subjects**

<table>
<thead>
<tr>
<th>Humanities - P. 39 (must choose 1)</th>
<th>Health &amp; PE P. 28</th>
<th>Visual Arts P. 21</th>
<th>Technology P. 45</th>
<th>Performing Arts P. 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Health &amp; Human Development</td>
<td>Art</td>
<td>Product Design &amp; Technology: Textiles</td>
<td>Music</td>
</tr>
<tr>
<td>Modern History</td>
<td>VCE Outdoor Education (2 years)</td>
<td>Ceramics</td>
<td>Food Technology</td>
<td>Drama</td>
</tr>
<tr>
<td>Disasters of the Ancient Past</td>
<td>Physical Education</td>
<td>Photography</td>
<td>VET Certificate II Hospitality Kitchen Operations (2 years)</td>
<td>Information Technology - P. 48</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Fitness &amp; Coaching</td>
<td>Visual Communication &amp; Design</td>
<td>Advanced Patisserie</td>
<td>Coding &amp; Computing</td>
</tr>
<tr>
<td>VET Certificate II in Community Services (2 years)</td>
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<td></td>
<td>Languages - P. 33</td>
</tr>
<tr>
<td>Japanese</td>
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</tbody>
</table>

**Students taking the VCAL Pathway must study Work Related Skills and Personal Development Skills, which will replace two electives.

### Mainstream Pathway Sample Course

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Enrichment English</td>
<td>Year 10 Enrichment English</td>
</tr>
<tr>
<td>Year 10 Maths</td>
<td>Year 10 Maths</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Physical Education</td>
<td>History</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Food Technology</td>
</tr>
<tr>
<td>Photography</td>
<td>Ceramics</td>
</tr>
</tbody>
</table>

### VCAL Pathway Sample Course

<table>
<thead>
<tr>
<th>Sample Course 1 - Internal VET/no VET</th>
<th>Sample Course 2 - External VET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Work Related Skills</td>
<td>Personal Development Skills</td>
</tr>
<tr>
<td>VET (internal)</td>
<td>VET (internal)</td>
</tr>
<tr>
<td>Science</td>
<td>Elective (1)</td>
</tr>
<tr>
<td>Elective (2)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students in Year 10 are required to take one of the three available forms of English: General, Enrichment, or Essential. Student achievement data determines which subject is most appropriate. If a student wishes to select a different subject they will need to see the Assistant Principal to discuss this decision.

English is a subject that is taken for the entire year.

Subject: English

Core Subject: Full Year

Description:

English at Year 10 is based upon the VCE curriculum. The Year 10 English curriculum focuses strongly on preparing students to be able to undertake VCE English Units 1 – 4 in Years 11 and 12 at the highest possible standard.

VCE Pathway: English

Learning Focus:

Students will

- Be assessed through a range of tasks including: essays (both reading and responding and comparative), creative writing, language analysis, and oral presentations.
- Build ability in listening, speaking, reading, viewing, and writing.
- Develop understanding of text types and language modes. The course aims to foster an appreciation of the value of reading and writing skills for lifelong learning.

Common Assessment Tasks:

Semester 1
CAT 1 - Analytical Text Response Essay
CAT 2 - Speaking and Listening - Language Analysis
Semester Exam

Semester 2
CAT 1 - Comparative Analytical Text Response Essay
CAT 2 – Language Analysis Essay
CAT 3 - Speaking and Listening Task – Language and Visual Analysis
Semester Exam
Subject: Enrichment English

Core Subject: Full Year

Description:

Enrichment English at Year 10 has been designed to extend and enrich the student's knowledge using a modified VCE English curriculum. In Enrichment English students will be exposed to a range of different texts including novels, plays, speeches, philosophical treatises, films and media articles.

VCE Pathway: English
Literature Unit 1 & 2

Learning Focus:

Students will
- Write analytical essays, create imaginative writing in different genres
- Respond to philosophical ideas and demonstrate a considered, informed opinion about the world around them.
- Be given opportunities for creative self-expression through speaking and listening task in a variety of contexts.

Common Assessment Tasks:

Semester 1
- CAT 1: Analytical Text Response Essay
- CAT 2: Language Analysis Essay POV
- CAT 3: Speaking and Listening
- Semester Exam

Semester 2
- CAT 1 – Comparative Analytical Text Response Essay
- CAT 2 - Speaking and Listening
- CAT 3 - Language Analysis Essay
- Semester Exam
Year 10 Subject Descriptions - English

Subject: Essential English

Core Subject: Full Year

Description:

Essential English at Year 10 is designed to develop student’s literacy skills and for those who wish to undertake a practical English course. It is based on a modified VCE curriculum.

VCE Pathway: English

Learning Focus:

Students will:
• Use practical reading and writing skills through a range of assessment tasks.
• Feel empowered and confident to undertake a practical program like VCAL or take on a more traditional Unit 1 – 4 VCE English pathway

Common Assessment Tasks:
Semester 1
• CAT 1 - Analytical Text Response Essay
• CAT 2 – Creative Response to Text
• CAT 3 – Speaking and Listening Task POV Speech
• Semester Exam

Semester 2
• CAT 1 - Comparative Analytical Text Response Essay
• CAT 2 – Language Analysis Essay
• CAT 3 - Speaking and Listening Task – Visual Text Analysis
• Semester Exam
Students in Year 10 are required to take one of the three available forms of Maths: Enrichment, Mathematics or Foundation. Student achievement data determines which subject is most appropriate. If a student wishes to select a different subject they will need to see the Assistant Principal to discuss this decision.

**Prerequisites**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11 Access to:</th>
<th>Year 11 Access to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Maths</td>
<td>Foundation Maths 1/2*</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Maths 1/2</td>
<td>Further Maths 3/4</td>
</tr>
<tr>
<td>Maths Enrichment</td>
<td>Combined Maths Methods 1/2</td>
<td>Maths Methods 3/4</td>
</tr>
<tr>
<td></td>
<td>AND Specialist Maths 1/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(for support in Maths Methods 1/2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist Maths 1/2 (cannot be done without Maths Methods 1/2)</td>
<td>Specialist Maths (must be doing or have previously completed Maths Methods 3/4)</td>
</tr>
</tbody>
</table>

*Successful completion in Year 10 to a high standard can lead to General Maths on recommendation.

**Subject: Mathematics Enrichment**

Core Subject: Full Year

**Description:**

Maths Enrichment is designed for students to prepare for the more demanding Year 11 and Year 12 Mathematics. Students will be expected to complete the Year 10 curriculum and have worked through some of the Year 10A Curriculum of the Victorian Curriculum. These topics include further trigonometry, advanced graphing techniques and introduction to logarithms. Students will be expected to purchase a Ti-nspire CAS calculator as it is an integral part of the course, and preparation for years 11 and 12. Students will need to have a strong work ethic and be confident in number and algebra.

**VCE Pathway:** General Maths
- Maths Methods
- Specialist Maths

**Learning Focus:**

Students will study the following topics:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial maths</td>
<td>• Polynomials</td>
</tr>
<tr>
<td>• Algebra</td>
<td>• Geometry</td>
</tr>
<tr>
<td>• Real numbers</td>
<td>• Pythagoras theorem and trigonometry</td>
</tr>
<tr>
<td>• Linear relationships</td>
<td>• Measurement</td>
</tr>
<tr>
<td>• Non-linear relationships</td>
<td>• Statistics</td>
</tr>
<tr>
<td>•</td>
<td>• Probability</td>
</tr>
</tbody>
</table>

**Common Assessment Tasks:**

Semester 1
- CAT 1: Financial maths
- CAT 2: Linear relationships
- Exam

Semester 2
- CAT 3: Problem solving
- CAT 4: Statistics
- Exam
Year 10 Subject Descriptions - Mathematics

Subject: Mathematics

Core Subject: Full Year

Description:

Following from Year 9, students will be introduced to the topics as described in the Year 10 Australian Curriculum. By the end of Year 10 it is hoped that the students will be equipped with the concepts, skills and understanding to study Foundation Maths or General Maths in Year 11. Please note that General Mathematics is a prerequisite for many university and TAFE courses.

VCE Pathway: General Maths

Learning Focus:

Students will study the following topics:

Semester 1
- Financial maths
- Algebra
- Linear relationships
- Geometry

Semester 2
- Pythagoras theorem and trigonometry
- Measurement
- Statistics
- Probability

Common Assessment Tasks:

Semester 1
CAT 1: Financial maths
CAT 2: Linear relationships
Exam

Semester 2
CAT 3: Problem solving
CAT 4: Statistics
Exam
Subject: VCE Foundation Maths - Units 1 & 2

Description:

Units 1 & 2

The subject is designed to support students in VET studies or other VCE studies requiring mathematical skills. Students undertaking this subject cannot continue with Maths at the Units 3 and 4 level. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

This course allows students to continue to use the mathematical skills in real life situations. The areas of study include Measurement & Geometry, Statistics and Design.

VCE Pathway: *General Maths - Units 1 & 2

*Successful completion in Year 10 to a high standard can lead to General Maths on recommendation.

Learning Focus:

Unit 1
Areas of Study 2: Patterns and number
• estimation,
• the use and application of different forms of numbers and calculations,
• the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

Area of study 4: Measurement
• the use and application of the metric system
• related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

Unit 2
Area of study 1: Space, shape and design
• geometric properties of lines and curves, and shapes and objects
• their graphical and diagrammatic representations with attention to scale
• drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

Area of study 3: Data
• collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

Common Assessment Tasks:

Unit 1 and 2 Students work through a series of work books and will be required to do an analysis task, applications tasks and tests.

Equipment

Scientific Calculator
Year 10 Subject Descriptions - The Arts

Subject: 2D Art

Elective Unit: One Semester

Description:

Every year, students build on the previous year’s knowledge in both practical and theoretical areas. Year 10 Art increases their bank of experience and skill and extends the students further in terms of media and techniques. This is a perfect lead in for students who wish to continue Art into VCE.

VCE Pathway: Studio Arts

Learning Focus:

Students will:

- Explore and experiment with the techniques and styles of art, using a variety of mediums.
- Maintain a Visual Diary which includes planning, experimentations, and refinement of ideas.
- Produce a folio of art works that reflect their ideas and research.
- Through written and practical work, students learn to understand and analyse how artists are inspired and work.

Common Assessment Tasks:

- CAT 1: Surrealist or inspired artwork and research.
- CAT 2: Dead white guys and feminism in art
- Exam

Additional Costs: $30.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Ceramics

Elective Unit: One Semester

Description:

In Year 10 Ceramics, students are required to produce a folio of ceramic artworks with emphasis on the development of a personal style. This subject prepares students for VCE Studio Arts. Students maintain a visual diary, complete assignments on ceramic artists techniques and processes.

VCE Pathway: Studio Arts

Learning Focus:

Students will:

- Learn the skills and knowledge to plan and make 3D ceramic artworks.
- Study cultural and historical ceramic styles, through practical and written assignments and through exploring past and present artists.
- Students learn to identify, analyse and use appropriate art terminology to respond to these ceramic works.

Common Assessment Tasks:

- CAT 1: Expressive bust
- CAT 2: Artist style research study
- Exam

Additional Costs: $35.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Photography

Elective Unit: One Semester

Description:
This unit prepares students for VCE Studio Arts. Students learn to use creative photographic processes using a digital camera. They are required to produce a visual diary that demonstrates their understanding of the creative editing and manipulating techniques used to generate images. They are required to produce a folio of photographic prints, which demonstrates their understanding of the techniques studied.

VCE Pathway: Studio Arts, Media

Learning Focus:
Students will:

- Practice and develop skills in taking photos using digital media.
- Learn to research, identify, analyse and use appropriate terminology to respond to different photographers' styles of artwork through practical and written assignments.
- Understand and utilise photo editing software to enhance their photographs.

Common Assessment Tasks:
- CAT 1A: Finding a theme, photographic inspiration
- CAT 1B: Photo editing and printing
- CAT 2: A picture is worth a thousand words
- Exam

Additional Costs: $40.00

** Students will only be accepted into this course once the materials fee is paid in full
Year 10 Subject Descriptions - The Arts

Subject: Visual Communication and Design

Elective Unit: One Semester

Description:
This unit prepares students for VCE Visual Communication and Design. Students are required to research and produce a folio that demonstrates their understanding of the design process. Through investigation of the history of design, students will research and refine ideas to develop a personal visual communication style. Students are required to produce a folio of visual communication artworks. Students are required to evaluate their own work, research and analyse visual communications, using appropriate terminology. Topics may include architectural rendering, poster design, business packages and product promotion.

VCE Pathway: Visual Communication

Learning Focus:

Students will:

• learn to break down elements and principles of design.
• Explore observation, visualization and technical drawing conventions.
• Plan, produce and reflect on advertisement and 3D designs.
• Explore Adobe software and post production techniques.

Common Assessment Tasks:

• CAT 1 – Packaging/Point of Sale Brief 40%
• CAT 2 – 3D Model Design 40%
• Exam 20%

Additional Costs: $20.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Media Studies

Elective Unit: One Semester

Description:

This unit prepares students for VCE Media. All the basic concepts of representation, product construction and narrative are examined through the study of narratives in a range of Media forms. Students develop practical skills by completing practical technical exercises and then reflect on their work to make improvements to each stage of the production process.

VCE Pathway: Media Studies

Learning Focus:

Students will:

- learn to break down images and scenes to the individual codes of construction
- explore hand drawn and stop motion animation
- plan, produce and reflect on a Media product.
- operate cameras, lighting audio and editing equipment.

Common Assessment Tasks:

- CAT 1 - Development & Pre-Production planning 25%
- CAT 2 - Production and Post Production 25%
- CAT 3 - Narrative Study 25%
- Exam 25%
Year 10 Subject Descriptions - The Arts

Subject: Music

Elective Unit: One Semester

Description:

This unit prepares students for VCE Music Performance. It is highly recommended for any student who already plays an instrument. Year 10 music is divided into 3 components to equip students to become well-rounded musicians.

- **Practical Component** – students are given opportunities to extend their skills on a number of instruments as a soloist or as part of a group, and also gain experience in performance.
- **Music Theory and Analysis** – building on skills attained in year 9, by the end of this unit, students should be able to read and write music notation for the learning and performing of music. They make informed decisions based on their knowledge of language conventions, the manipulation of music elements and musical style.
- **Music Production** – students use music technology to compose or arrange music using recording techniques on digital platforms. They create in a variety of sound styles from film and games, electronic dance music to notated educational works. They use structural methods to

VCE Pathway: Music Performance - Units 1 - 4

VET Pathway: Music Industry Skills

Learning Focus:

Students will be able to:

- Read and write music using common language and notation
- Perform on an instrument of choice in group or solo contexts
- Use their knowledge of musical elements to analyse using descriptive language
- Improve performance outcomes using common rehearsal and performance strategies.
- Research within historical contexts.
- Compose or arrange musical works on digital platforms.

Common Assessment Tasks:

- CAT 1 – Performance 1 (Term 1 or 3)
- CAT 2 – Musical Artist and Style Research Project
- CAT 3 – Music Production and Composition
- CAT 4 – Performance 2 (Term 2 or 4)
- End of Semester Theory, Aural and Analysis Exam
Year 10 Subject Descriptions - The Arts

Subject: Drama

Elective Unit: One Semester

Description:

This unit prepares students for VCE Drama and Theatre Studies. Students will participate in workshop activities to further develop performance, theatre and characterisation skills. They will work in small groups to explore a range of theatre skills and be exposed to a range of theatre styles. A major feature of the course will be an ensemble performance to an outside audience. Students will design, construct and organise all the necessary elements of stagecraft to mount the performance. They will be expected to keep a record/folio of activities undertaken which will include evaluations of completed projects. Students will view at least one live theatre performance and complete a written review on the performance viewed.

VCE Pathway: Theatre Studies

Learning Focus:

Students will:

• Design and develop stagecraft areas to collaborate and produce a play to a live audience
• Explore play making activities to extend expressive skills
• Develop an understanding of theatre styles and historical contexts of pre and post modern eras.

Common Assessment Tasks:

• CAT 1: Folio - Development of Stagecraft
• CAT 2: Presentation of a play
• Exam: Evaluation of Work Covered in CAT 1/2
Subject: Health and Human Development

Elective Unit: One Semester

Description:
Health and Human Development explores how we define Health and the dimensions of which it is comprised, as well as identifying the social and cultural factors that influence health, both as enablers and barriers. Students investigate the food status of young Australians by looking at their nutritional requirements and consumption habits. Students examine the concept of Personal Identity and all that it entails, including self-image, self-esteem, body image, rights and responsibilities and the features of positive and healthy relationships.

VCE Pathway: Health & Human Development

Learning Focus:

Students will:
- Develop an understanding of the concept of health and its related components
- Identify the factors that influence health, both positively and negatively
- Explore nutrition, food groups and dietary habits in relation to young people
- Investigate the consequences nutritional imbalance
- Examine the concept of Personal Identity including self-esteem, personal strengths and weaknesses
- Explore the notion of body image and the factors that influence our perception of self
- Inspect relationships in all their forms, investigating roles, rights and responsibilities
- Develop a clear understanding of what a healthy relationship looks like

Common Assessment Tasks:
- CAT 1: Health and Nutrition
- CAT 2: Personal Identity
- Exam
Subject: Physical Education

Elective Unit: One Semester

Description:

This unit is seen as an introduction to aspects of VCE Physical Education, and is strongly recommended for those intending to follow this path. Students examine the components of the different body systems, including the skeletal and articular system, the muscular system and the cardiovascular system. They investigate the relationships between these body systems and their roles in physical performance. Students are provided with the opportunity to participate in a variety of recreational sport based games and analyse the role these activities play in the development of a healthy individuals and communities. This sees them visit a range of community sports facilities and participate in squash, ten pin bowling and bias bowls (indoor lawn bowls).

VCE Pathway: Physical Education

Learning Focus:

Students will:
• Investigate the different barriers and factors that help and hinder an individual access physical activity. They also research the guidelines in place that recommend physical activity levels.
• Research the different drugs that are used to gain an advantage in competitions and why drugs are banned in sport in the first place. They also develop an understanding of how different drugs affect the different body systems, including respiratory and circulatory.
• Participation in a variety of recreational activities throughout the semester, both at school and off site. These can include but are not limited to lawn bowls, walking the Thousand Steps and external gym class sessions.

Common Assessment Tasks:
• CAT 1: Access and inclusion
• CAT 2: Drugs in sport
• CAT 3: Practical participation
• Exam

Additional Costs: $50.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Fitness and Coaching

Elective Unit: One Semester

Description:

This unit is seen as an introduction to aspects of VCE Physical Education, and is strongly recommended for those intending to follow this path. Students investigate and develop training programs with the aim of improving performance within a range of areas. Students analyse and assess methods for improving components of fitness and how this can be measured, skill acquisition, training principles and methods as well as a variety of coaching styles and their effectiveness. The practical aspects of their studies includes sees them applying the areas of study to a range of activities including: development of a physical training program, participation in advanced individual and team sports; focusing on skills, strategy, umpiring, and different coaching methods and coaching styles.

VCE Pathway: Physical Education

Learning Focus:

Students will:

• Learn about fitness components and training methods and experience these in practical lessons in and out of the school setting.
• Develop a training program that addresses fitness components and uses a variety of training methods.
• Learn about coaching styles and the role they play in skill development.
• Apply coaching and skill acquisition principals in practical sessions.

Common Assessment Tasks:

• CAT 1: Training program
• CAT 2: Coaching
• Exam

Additional Costs: $50.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Certificate III in Sport and Recreation

Elective Unit: Two year program

Description:

The Certificate III in Sport and Recreation (VCAA Program 3) is delivered over two years. This course offers students a vocational qualification as well as VCE units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities dedicated to, and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry. This program is an examinable subject and students complete a VCAA exam at the end of the unit 3 & 4 sequence.

Learning Focus:

Students will:

- Plan and facilitate a session for groups
- Conduct warm-up and cool-down programs
- Investigate safety and sporting environments
- Social media and creative thinking
- First aid and emergency scenarios
- Managing conflict

Common Assessment Tasks:

Year 1 – Units of Competence/Assessment
- Organise Personal Work Priorities and Development
- Participate in Workplace Health and Safety
- Conduct Non-Instructional Sport, Fitness and Recreation Sessions
- Respond to Emergency Situations
- Provide First Aid
- Use Social Media Tools for Collaboration and Engagement
- Provide Quality Service
- Conduct Sport, Fitness or Recreation Events
- Develop and Update Officiating Knowledge

Year 2 – Units of Competence/Assessment
- Develop and Update Knowledge of Coaching Practices
- Participate in WHS Hazard Identification, Risk Assessment and Risk Control
- Facilitate Groups
- Plan and Conduct Groups
- Conduct Basic Warm-Up and Cool-Down Programs
- Educate User Groups

Additional Costs: Year 1 - $75.00
                Year 2 - $75.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: VCE Outdoor and Environmental Studies

Prerequisites

Students must be ‘at standard’ level or higher in English and HPE subject areas to undertake this study. It is expected that students wishing to undertake VCE Outdoor & Environmental Studies, do so in year 10 and 11 to minimize disruption to their year 12 studies.

Elective Unit: Whole Year

Description:

VCE Outdoor and Environmental Studies focuses on the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ covers areas that have had minimum influence from humans, as well as those that have been subjected to different levels of human intervention. The aim of studies in this area are to enable students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health. This is achieved through use of both passive and active outdoor activities, which provide the means for students to develop experiential knowledge of outdoor environments. Outdoor experiences used to achieve this level of understanding include guided activities at historic sites, mining/logging, site investigations of different ecological zones and through visiting interpretation centres. Some of the activities used to access and experience these environments include rock climbing, canoeing and rafting, bushwalking, cross-country skiing, and conservation and restoration projects.

Learning Focus:

Students will:

Unit 1- Exploring outdoor experiences
- Investigate the types of outdoor environment present around us and the variety of ways people know and experience them.
- Analyse what motivates people to seek outdoor experiences, and how they respond to their experiences.
- Learn to safely and sustainably participate in a range of outdoor experiences.
- Research a range of outdoor technologies and the effect they have on experience

Unit 2- Discovering outdoor environments
- Investigating the different ways recreational users, scientific and land managers understandings of environments help manage them.
- Research the impact different human activities have on outdoor environments, including conservation, commercial and recreational activities.
- Investigate actions taken to promote positive impacts of humans on outdoor environments
- Analyse how urbanisation and changing human lifestyles are affecting our environment.

Assessment in Unit 1 & 2

Unit 1 & 2: The major assessment task for this unit are journal reports demonstrating links between theoretical content studied and practical experiences undertaken.

Additionally, at least one task for assessment of each outcome is to be selected from the following: a case study, an oral presentation including the use of multimedia, data analysis, structured questions and written responses.

Unit 1SAC 1 – Practical experience journal
SAC 2 – Motivations for outdoor experiences
SAC 3 – Exploring Gariwerd (the Grampians)

Unit 2

SAC 1 – Investigating outdoor environments
SAC 2 – Birrarung (the Yarra) experience journal
SAC 3 – Environmental action plan

Additional Costs: $400 Full Year

** Students will only be accepted into this course once the materials fee is paid in full.
Year 10 Subject Descriptions - Languages

Subject: Japanese

Elective Unit: Whole Year

Description:

Semester One

Topics studied in this unit include expressions related to family, places and directions. Formal and informal speech is compared and new grammatical structures are studied in preparation for the VCE level. Students will also develop their speaking skills individually and in groups and produce written work in a variety of discourse forms.

Semester Two

In this unit students are further prepared for the study of Japanese at VCE level. Students will increase their knowledge of kanji and should be able to read and write approximately 80 characters at the conclusion of Year 10. More sophisticated grammatical structures will be studied and students should have a clear understanding of formal and informal speech and be experienced in writing different discourse forms.

VCE Pathway: Japanese Second Language

Learning Focus:

Students will:

- Develop their skills to change verbs and adjectives into appropriate forms.
- Acquire knowledge of a wide variety of grammatical structures to incorporate into their writing.
- Improve their understanding of the kanji characters associated with the topics studied.
- Understand the difference between formal and casual speech forms.
- Extend their knowledge of Japanese culture and how it affects their language.

Common Assessment Tasks:

Semester 1
- CAT1: Reading, writing and listening tasks on giving directions.
- CAT2: Reading and writing tasks on various verb forms and a job interview role-play.
- Exam

Semester 2
- CAT1: Reading, writing and listening tasks on verb plain form and new expressions on the topic of family.
- CAT2: Reading, writing and speaking tasks on verb nai form and new expressions on rules.
- Exam

Additional Costs: $10.00

** Students will only be accepted into this course once the materials fee is paid in full
Year 10 Subject Descriptions - Science

All students must complete two units of Science.

Subject: Chemistry
Elective Unit: One Semester

Description:
This subject will help you to build a strong foundation for the study of Chemistry in VCE. Topics covered will include: Electronic Configuration, Trends in the Periodic Table, the Mole, Chemical Reactions including Acid/Base Chemistry and Precipitation Chemistry and Introduction to organic chemistry. (Chemistry of plastic).

You will build strong practical skills by working safely and cooperatively in the laboratory and producing detailed reports. Other assessment will include formative quizzes, formal tests and the communicating of complex scientific concepts via posters and various uses of ICT.

VCE Pathway: Chemistry

Learning Focus:

Area of Study 1: Atomic structure and the periodic table
All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (VCSSU122) • The atomic structure and properties of elements are used to organise them in the periodic table (VCSSU123) • Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (VCSSU124)

Area of Study 2: Chemical reactions
Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations (VCSSU125) • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126)

Common Assessment Tasks:
• Ongoing coursework, including practical reports
• Topic tests
• Multimedia presentation.
• Self-designed experiment.
• Semester Exam.

Chemistry can lead to:
Medical practitioner
Nanotechnologist.
Vet
Computational drug discovery scientist
Pharmacist
Forensic scientist
Chemical engineer
Chemistry Teacher

Additional Costs: $30.00 Full Year

** Students will only be accepted into this course once the materials fee is paid in full
**Year 10 Subject Descriptions - Science**

**Subject: Biology**

Elective Unit: One Semester

**Description:**

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present.

In Term 1, we look at the structure and function of both plant and animal cells. We study the role that DNA and genes play in the transmission of heritable characteristics from one generation to the next.

In Term 2 we study the theory of evolution by natural selection and how the diversity of living things is supported by a range of scientific evidence.

**VCE Pathway: Biology**

**Learning Focus:**

- Structure and function of animal and plant cells, theoretical and practical components
- A study of scientific concepts and theories
- The structure and function of DNA including observing DNA under a microscope
- Genetic inheritance- how sex linked and non sex linked traits are transferred from one generation to the next
- Genetic engineering and the ethics of such
- Theory of evolution, natural selection, convergent and divergent evolution
- Human evolution

**Common Assessment Tasks:**

- CAT 1: 30%  
  Sex Linked Inheritance  (Practical and theoretical components)
- CAT 2: 30%  
  Human Evolution (Research Poster Presentation)
- Log Book: 20%
- Exam: 20%

**Biology can lead to:**

- Paramedic
- Vet
- Dietitian
- Doctor
- Nurse
- Sports Scientist
- Physiotherapist
- Pharmacist
- Zookeeper

**Additional Costs: $20.00 Full Year**

**Students will only be accepted into this course once the materials fee is paid in full**
Subject: Psychology

Elective Unit: One Semester

Description:
Students at a year 10 level focus on the scientific nature of Psychology. Students are introduced to the different areas of specialization in psychology and create a brochure on a chosen area. Students then are presented with pseudoscience and run an experiment on Astrology.

Students research personality, body language and the brain. Students are encouraged throughout the term to think about the scientific method of Psychology and how people’s behavior and thinking can be explained through research, experimentation and observation.

VCE Pathway: Psychology in particular but all Sciences

Learning Focus:
Students will:
- Understand the difference between pseudoscience and the scientific method used in Psychological Research;
- Discuss the brain and heart debate, mind-body problem, and the nature-nurture debate;
- Outline the steps in Psychological Research as well as take into account the ethical considerations;
- Write up a Scientific Report to communicate Psychological Research findings;
- Use descriptive statistics and measure of central tendency to communicate their Psychological Research findings;
- Identify variables in different areas of specialization in Psychology;
- Learn about non-verbal communication including Proxemics;
- Explain personality from different theories as well as their assessment;
- Make links between the brain and people’s mental processes and behavior.

Common Assessment Tasks:
- CAT 1: Scientific Report on Proxemics 35%
- CAT 2: Scientific Report on the Stroop Effect 35%
- Exam: 30%
- Work requirement: Personality disorder case study
Year 10 Subject Descriptions - Science

Subject: Physics

Prerequisites
Pass in year 9 Maths, Science, and English

Elective Unit: One Semester

Description:
Physics is the study of natural things. At year 10 we focus on the creation of the universe. How stars are borne and die and how the universe may eventually end. We also investigate how and why things move the way they do. It has a specific focus on velocity, acceleration, momentum of collisions and energy of rockets

VCE Pathway: Physics

Learning Focus:

Area of study 1
The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe.
- identifying the evidence supporting the Big Bang theory, for example, Edwin Hubble’s observations and the detection of microwave radiation
- recognising that the age of the Universe can be derived by applying knowledge of the Big Bang theory
- describing how the evolution of the Universe, including the formation of galaxies and stars, has continued since the Big Bang

Area of study 2
The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics
- recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it
- gathering data to analyse everyday motion produced by forces, for example, measurements of distance and time, velocity, mass, acceleration and force
- investigating the effects of applying different forces, including Earth’s gravitational force, to familiar objects

Common Assessment Tasks:
CAT 1: science and the human endeavor. An investigation into how technology has shaped the discovery of objects in the universe. Everything from rockets to study of black holes to how indigenous cultures told stories/history using the stars.

CAT 2; Extended Practical Investigation. Using bottle rockets to investigate an element of motion. This can be how high/fast they go, how much energy they have, aerodynamics of the rockets or how changing the fuel affects its flight.

Work requirement: completion of practical experiments and topic tests.

Exam: 10 min reading time followed by 130min exam (all subjects have this)

Additional Costs: $20.00 Full Year
** Students will only be accepted into this course once the materials fee is paid in full
**Year 10 Subject Descriptions - Science**

**Subject: STEM - Engineering**

**Prerequisites**
Pass in Year 9 Maths, Science, and English

Elective Unit: One Semester

**Description:**
Engineering problem solving STEM looks at applications of science maths and technology into the real world. This subject includes elements of electronics, design, engineering problem solving and digital technology (robotics). This subject links aspects of science, technology and design to open the doors to the students to the world of engineering.

**VCE Pathway: Physics**

**Learning Focus:**
Engineering design process.

This is a structure that will enable students to think their way around any problem and find the best solution with the information that they have available at the time.

- explaining the way common machines combine properties of materials and force, motion and energy in, for example, cranes on building sites
- examining and explaining the interaction between material properties and function of a common system.
- analysing the relationship between materials of properties, forces and safety in engineered systems such as bridges
- critiquing the effectiveness of the combinations of materials, forces, energy and motion in an engineered system such as a 3D printer
- calculating forces, reactions and loads in structures
- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current

**Common Assessment Tasks:**
Cat 1: Electronics and Coding
Cat 2: Judo bots

Work requirement: Completion of the Grock coding challenge

**Additional Costs: $40.00**

**Students will only be accepted into this course once the materials fee is paid in full**
Subject: Economics and Business

Elective Unit: One Semester

Description:

This unit exposes students to the VCE pathways of Economics, Business Management and Accounting. Students will develop financial literacy skills and understanding of the role investment plays in building wealth, as well as basic financial management for accounting for financial transactions of small businesses. Students will examine the need for businesses to gain a competitive advantage and the enterprising behaviours and capabilities required to achieve this. Students will develop an understanding of the indicators of economic performance and how economic performance influences living standards, comparing different nations. Students will investigate Australia as a trading nation and its place within the global economy.

Students will be introduced skills and strategies to:
- Act rationally and ethically when making personal financial decisions
- Develop enterprising behaviours and capabilities that improve employability and inspire students to own businesses in the future
- Evaluate economic decisions made by individuals, businesses and government

VCE Pathway:
- Accounting
- Economics
- Business Management

Learning Focus:

Students will:
- Examine the benefits and limitations of different forms of investment
- Record and report financial transactions for small businesses
- Foster enterprising skills and capabilities that are essential to employability, job security and career development
- Analyse the strategies businesses use to gain a competitive advantage to improve profitability and market share
- Compare the economic performance of Australia with other nations and the way in which economic performance affects standards of living

Common Assessment Tasks:
- CAT 1: Building wealth through investment - 30%
- CAT 2: Living in a Global Economy - 30%
- Work Requirement: Folio of Learning Tasks - Accounting for Small Business - 20%
- Exam: 20%
Year 10 Subject Descriptions - Humanities

Subject: Geography

Elective Unit: One Semester

Description:

Year 10 Geography develops students a global citizenship. It aids in their understanding of the world as well as the relationships and responsibilities people have with all that lives on our planet.

The Year 10 Geography course has two areas of study: Environmental Change and Management, and Geographies of Human Wellbeing.

The Environmental Change and Management unit focuses on human-induced environmental changes that challenge sustainability. Students will look at the environmental worldviews of people and their implications for environmental management. Through field work they will also collect, select and organise data according to its usefulness and reliability.

In the Human Wellbeing Unit, students will investigate the measurements of wellbeing and factors that impact on wellbeing through a range of case studies. They will consider the role of governments and non-government organisations in improving human wellbeing in Australia and other countries. Students will also develop a range of skills from describing and explaining to analysing and evaluating geographical data.

VCE Pathway: Geography

Learning Focus:

Students will:

- Consider different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- Investigate the role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries
- Establish an understanding of correlation and causation
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate
- Different types and distribution of environmental changes and the forms it takes in different places
- Causes and consequences of an environmental change, comparing examples from Australia and at least one other country
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Develop identifications, descriptions, explanations and conclusions that use geographical terminology

Common Assessment Tasks:

- CAT 1: Human Wellbeing Data Analysis 40%
- CAT 2: Investigation of Monbulk creek Field work Report 40%
- Exam 20%
- Excursion: possible cost of $15 to Monbulk
Year 10 Subject Descriptions - Humanities

Subject: Modern History - Australians at War and Human Rights

Elective Unit: One Semester

Description:

Year 10 History provides a study of the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. Historical knowledge and understanding is covered through a variety of topics, such as:

- An overview of the inter-war years between World War I and World War II, including the Treaty of Versailles and the development of the Nazi Party.
- World War II with a focus on Australian involvement, Prisoners of War, Kokoda, the Bombing of Darwin and the causes and effects of the War.
- World War II is covered in two parts:
  1. The events in Europe, the Holocaust and the defeat of the Nazi Party.
  2. A focus on Australian involvement, Prisoners of War, Kokoda, the Bombing of Darwin and the causes and effects of the War.
- An outline of the Civil Rights events in the US and Australia is covered. Freedom Riders, The Stolen Generation and Aboriginal Land Rights such as Mabo are encompassed in the Rights and Freedoms unit.

VCE Pathway: 20th Century History

Learning Focus:

Students will:

- Study the interwar years between World War 1 and World War 2
- Investigate World War 2 with a focus of Australians involvement.
- Study World War 2 in two parts:
  1. The events in Europe, the rise of the Nazi Party, Hitler, the Holocaust and the defeat of the Nazi Party.
  2. The events in The Pacific including Australians involved in the battle of Kokoda, the bombing of Darwin and the atomic bombs at Hiroshima and Nagasaki.
- Study Australia’s involvement in the Vietnam War including the cause of the War, Communism, Conscription and the treatment of soldiers on their return
- Study The aftermath of World War 2 and the development of the UN and Human Rights.
  1. US Civil Rights Movement including Martin Luther King
  2. Australia Indigenous people including Freedom Ride and Mabo Land Rights

Common Assessment Tasks:

- CAT 1 - Source Analysis on World War 2. (40%)
- CAT 2 – Essay on Rights and Freedoms. (40%)
- Exam – Covering subject content (20%)
Subject: Disasters of the Ancient Past

Description:

This subject enables students to study life of early civilisations based on the analysis and interpretation of physical and written evidence. Ancient History demonstrates how the world and its people have progressed over time and the significant legacies that have influenced present day society. Knowledge and understanding of the Ancient past is covered through topics such as Alexander the Great and the disaster of Pompeii and Herculaneum.

VCE Pathway: Ancient History

Learning Focus:

• **Topic One: Alexander the Great – Powerful leader of leader of disaster?**
  - An overview of Alexander the Great’s rise to power including events such as his military exploits and his ascent to the throne.
  - An in depth study of Alexander the Great’s significant battles, strategies and tactics with an extended focus on events such as the Battles of Issus, Tyre, Guagamela and Hydaspes as well as the Persian Wars.
  - An extended study on Alexander the Great’s military tactics with a particular focus on the Macedonian phalanx and the strategical use of scouting.
  - Alexander the Great’s leadership and influence. Were his decisions that of a powerful leader or were they leading him to disaster?
  - Hero or villain? Does Alexander the Great deserve the recognition he receives today or did his belief in his own indestructability mean he was often reckless with his own life as well as the lives of his soldiers?
  - Alexander the great’s fall from power. Alexander prayed for unity between Macedonians and Persians by breeding a new army if mixed blood soldiers, but did he ever see this happen?

• **Topic Two: The great disaster of Pompeii and Herculaneum**
  - Geographical context. Where is Pompeii and Herculaneum located and why is the location significant?
  - Ancient Roman gods and cults with an in depth study on the significance of religion in everyday life and the significant influence of the Cult of Isis.
  - Everyday life and social structure. Was there a difference between the rich and poor? Did this influence their survival of the disaster?
  - Discovery and archaeological evidence. How was Pompeii and Herculaneum discovered and why did it not remain frozen in time as evidence suggests?
  - Ethical issues with human remains and artefacts. Is it disrespectful to display human remains or is it simply showcasing the past?

Common Assessment Tasks:

• **CAT 1** – Essay on Alexander the Great’s influence on the Ancient World 40%
• **CAT 2** – Comprehensive source analysis on a range of written and physical sources from Pompeii and Herculaneum 40%
• **Exam** – 20%
Year 10 Subject Descriptions - Humanities

Subject: Legal Studies

Elective Unit: One Semester

Description:

This unit explores aspects of Australia’s parliamentary and legal system. Students will develop an understanding of the structure and decision making powers of parliament and the role the Constitution has in protecting our rights, as well as an appreciation of democratic rights. This will involve comparing Australia to another nation. Exploration of the structure of the courts, the types of cases heard in courts, forms of punishments and remedies handed down in court and a citizen’s rights in dealing with the police will culminate in an excursion to the Magistrates’ Court to observe real life court proceedings. Students will also examine the concept of a cohesive society and the challenges we face in maintaining cohesion, as well as actions we can take to improve it.

VCE Pathways: Legal Studies

Learning Focus:

Students will:

• Examine the ways in which our legal system is able to uphold the principles of justice and distinguish between the sources of law that protect our rights and freedoms
• Analyse the outcomes of real criminal and civil cases and the role of courts in interpreting and applying the law
• Discuss the importance of the Constitution in determining the division of law-making powers between parliament and the courts and investigate the role of the High Court
• Compare Australia’s parliamentary system with other nations in the Asia-Pacific region
• Compare the safeguards and threats to Australia’s democracy and social cohesion
• Investigate Australia’s legal responsibilities and obligations to the United Nations and other nations

Common Assessment Tasks:

• CAT 1: Australia’s Legal System - 30%
• CAT 2: Australia’s Political System & International Legal Obligations - 30%
• WORK REQUIREMENT: Folio of Learning Activities - 20%
• EXAM: 20%
Year 10 Subject Descriptions - Humanities

Subject: VET Certificate II in Community Services

Elective Unit: Whole Year

Description:

The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia. This course is completed over a two-year period and is an examinable subject with students completing a VCAA exam at the end of the Units 3&4 sequence.

Learning Focus:
- an introduction to the community services industry
- working with diverse people
- communication in the workplace
- work health and safety
- working with clients and providing first point of contact.

Common Assessment Tasks:
- Provide First Point of Contact
- Communicate and work in health or community services
- Work with Diverse people
- Participate in work Health and Safety
- Organise and complete daily work activities
- Manage personal stress in the workplace
- Use strategies to respond to routing workplace problems
- Interact effectively with others at work
- Be an effective volunteer

Additional Costs: $50.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Product Design & Technology - Textiles

Elective Unit: One Semester

Description:

This unit is based on the Technology process of creating designed solutions. Students are expected to design at least one product that shows flair and imagination. This could range from a fashion garment to a quilt, to recovering a piece of furniture or craft item.

Prior practical knowledge is preferred but not essential. Students may learn how to adapt commercial patterns or create their own pattern. Students will also complete a range of creative technique samples and complex skills when using the sewing machine and overlocker whilst constructing their product.

Theory will consist of a design brief that includes research into considerations and constraints, investigation into what is appropriate for the event, designing and final evaluation of the produced costume.

VCE Pathway: Product Design & Technology - Textiles

A range of VET courses

Learning Focus:

Students will work on a selected project which may include:
- a costume
- fashion garment
- craft piece, eg. including weaving, dream catchers, quilting
- repurposing an item

Common Assessment Tasks:
- CAT 1: Practical project
- CAT 2: Visual diary and Coursework
- Exam

Additional Costs: $30.00 - basic materials and fabric etc. for project to be purchased and brought in.
** Students will only be accepted into this course once the materials fee is paid in full
Subject: Food Technology

Elective Unit: One Semester

Description:

In this unit students will develop skills in applying the design process through the production of food. They will be involved in food preparation and its associated techniques, methods of cooking, product development and innovations using safe and hygienic food handling practices. Students will investigate ethical and sustainable food production and food marketing and make judgements on how the principles of food presentation and sensory properties influence the creation of food solutions for healthy eating.

VCE Pathway: Food Studies
VET Pathway: VET Hospitality
VET Cert II Kitchen Operations

Learning Focus:

Students will:

- understand the design process
- develop skills in food preparation, methods of cooker and key ingredient use
- develop understanding of physical, chemical and sensory properties of food
- utilise a wide range of kitchen equipment
- develop safe and hygienic work practices
- develop understanding of food models

Common Assessment Tasks:

- CAT 1: Design brief task 1
- CAT 2: Design brief task 2
- Exam

Additional Costs: $120.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: Advanced Patisserie

Elective Unit: One Semester

Description:

In Advanced Patisserie students learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with the nutrition principles to develop their understanding of food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They will apply design thinking, creativity and innovation to create designed solutions.

VCE Pathway: Food Studies
VET Pathway: VET Cert II Kitchen Operations
Catering Operations

Learning Focus:

Students will:
• understand the design process
• develop skills in food preparation methods
• enhance their understanding of key ingredients and their role in recipe success
• develop skills in food preparation and garnishing techniques
• utilise a wide range of kitchen equipment
• develop safe and hygienic work practices

Common Assessment Tasks:
• CAT 1: Dinner party design brief
• CAT 2: Designing for a client
• Exam

Additional Costs: $100.00

** Students will only be accepted into this course once the materials fee is paid in full
**Year 10 Subject Descriptions - Technology**

**Subject: Coding & Computing**

Elective Unit: One Semester

**Description:**

This unit is designed to reinforce, consolidate and build on the various information technology skills and design techniques previously learned in Year 9 and prepare students for further study in the Information Technology area. Students will be introduced to advanced information technology techniques, skills and problem solving methodologies as well as developing programming skills. Specific attention will be given to the following: Web page design, development and publishing; programming techniques and application; graphical manipulation.

**VCE Pathway:**  
Computing Unit 1 and 2  
Informatics Unit 3 and 4  
Software Development Unit 3 and 4

**Learning Focus:**

Students will:
- develop programming skills
- develop computational thinking skills
- develop problem solving skills
- develop their understanding of core coding concepts, including data types, data structures and control structures

**Common Assessment Tasks:**
- CAT 1: Coding task
- CAT 2: Programming task
- Exam
Subject: Robotics Engineering

Elective Unit: One Semester

Description:
This unit is designed to reinforce, consolidate and build on the various information technology skills and design techniques previously learned in Year 9 and prepare students for further study in the Information Technology area. Students will learn about different types of robots and robotic programming and engineering. Students will build and program robots for a variety of tasks and challenges.

VCE Pathway: Computing Unit 1 and 2
Informatics Unit 3 and 4
Software Development Unit 3 and 4

Learning Focus:
Students will:
• develop programming skills
• develop coding skills
• develop problem solving skills
• robotics building and program
• robotic trouble shooting

Common Assessment Tasks:
• CAT 1: Robotics building
• CAT 2: Robotics programming
• Exam

Additional Costs: $40.00
** Students will only be accepted into this course once the materials fee is paid in full
Subject: Product Design & Technology - Wood Materials

Elective Unit: One Semester

Description:

This unit is designed to reinforce, consolidate and build on the various skills and techniques previously learnt in Year 9 and prepares students for further study in the Technology area. Specific attention will be given to the following: materials; established technology including machinery and correct use of tools; measurements; manufacturing process including joining and fastening; design and problem solving techniques; safe work practices; written evaluations of final products. Students will undertake an investigation in sustainability by examining the use of recycled wood in comparison to new timber.

VCE Pathway: Product Design & Technology - Wood
VCAL Pathway: Work Related Skills
Apprenticeship

Learning Focus:

Students will:
• design and produce a functional chair
• study of traditional construction methods
• make a wooden puzzle
• use traditional drawing methods

Common Assessment Tasks:
• CAT 1: Wooden puzzle
• CAT 2: Functional chair
• Exam

Additional Costs: $60.00

** Students will only be accepted into this course once the materials fee is paid in full
Subject: English

Description:
All students must undertake at least four units of English studies and pass a minimum of three of the four units including BOTH Units 3 & 4 as part of the requirements for the award of the VCE. The three units of English may be selected from English Units 1 to 4 and Literature Units 1 and 4. Students may study both Literature and English.

Learning Focus:

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

On completion of this unit the student should be able to produce analytical and creative responses to texts. They should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts. They should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create a text which presents a point of view.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text. They should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. They should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment:
Units 1 & 2: Text response essays, writing in context, and oral presentation, language analysis tasks and an exam in each semester.

Units 3 & 4: School based assessment will include; text response essays, an oral presentation, a language analysis task and at least one piece of original creative writing.
- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%.

Additional Cost: $20.00 - Units 3 & 4


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Subject: Literature

Prerequisites for Unit 1 Literature: High or Very High for Year 10 English. If Year 10 result was med-high or lower, students will be required to take Literature as well as English.

Description:
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

Learning Focus:
Unit 1
In this unit students focus on the ways in which the interaction between text and reader creates meaning. On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. On completion of this unit the student should be able to 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 individuals and groups in that context. They should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Unit 3
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form. They should be able to respond creatively to a text and comment on the connections between the text and the response.

Unit 4
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view. They should be able to analyse features of texts and develop and justify interpretations of texts.

Assessment:
Unit 1 and 2 assessment is varied and includes one or more of the following: a reading journal, text analysis, oral presentation, comparative essay, critical essay, a piece of creative writing and a film comparison.

Unit 3 and 4: school tasks include; a comparative essay, analytical essay, review analysis, creative response, reflective commentary and passage analysis.

Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Additional Costs: $10.00 - Units 3 & 4

Subject: Foundation Maths
Prerequisites: Please note that there are prerequisites for all mathematical subjects.

Core Subject: Full Year

Description:

The subject is designed to support students in VET studies or other VCE studies requiring mathematical skills. Students undertaking this subject cannot continue with Maths at the Units 3 and 4 level. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

This course allows students to continue to use the mathematical skills in real life situations. The areas of study include Measurement & Geometry, Statistics and Design.

VCE Pathway: *General Maths

*Successful completion in Year 10 to a high standard can lead to General Maths on recommendation.

Learning Focus:

Unit 1
Areas of Study 2: Patterns and number
• estimation,
• the use and application of different forms of numbers and calculations,
• the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

Area of study 4: Measurement
• the use and application of the metric system
• related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

Unit 2
Area of study 1: Space, shape and design
• geometric properties of lines and curves, and shapes and objects
• their graphical and diagrammatic representations with attention to scale
• drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

Area of study 3: Data
• collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

Assessment:

Unit 1 and 2: Students work through a series of work books and will be required to do an analysis task, applications tasks and tests.

Equipment
Scientific Calculator

Subject: General Maths

Prerequisites:
Units 1 and 2
This subject is designed as preparation for Further Mathematics Units 3 and 4. General Maths helps you to apply maths to everyday life as it gives you skills you can use outside of school.

Description:
Units 1&2
This unit is divided up into four main study areas: Statistics and Probability, Functions and Graphs, Algebra and Geometry. Students investigate a variety of univariate and bivariate data. Function and Graphs are studies extending to solving all types of linear equations in the study of Algebra. These units also promote the development of students’ ability to apply mathematical concepts in a range of contexts. Students study trigonometry, linear programming, matrices and their applications, measurement and financial arithmetic.

Learning Focus:
Unit 1
• Linear relations and equations
• Computational and practical arithmetic
• Financial Arithmetic
• Number Patterns and Recursion
• Investigating and comparing data distributions

Unit 2
• Matrices
• Shape and Measurement
• Applications of trigonometry
• Linear Graphs and models
• Inequalities and linear programming
• Investigating relationships between two numerical variables

Assessment:
Unit 1 and 2
Assessment tasks include a number of the following activities: analysis tasks, application tasks, topic tests and semester exams.

Equipment
A TI-nspire (CAS) calculator is compulsory.

Units 1 and 2
Students are expected to have successfully studied Year 10 Enrichment maths.

Description:
Units 1&2
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Learning Focus:
Unit 1
• Reviewing linear relations
• Coordinate geometry and linear relations
• Quadratics
• A gallery of graphs
• Functions and relations
• Polynomials
• Transformations

Unit 2
• Exponential functions and logarithms
• Circular functions
• Rates of change
• Differentiation and antidifferentiation of polynomials
• Integration

Assessment:
Unit 1 and 2
Assessment tasks include a number of the following activities: analysis tasks, application tasks, topic tests and semester exams.

Equipment
A TI-nspire (CAS) calculator is compulsory.

Subject: Specialist Maths Units 1 & 2

Prerequisites:
Students are expected to have successfully studied Enrichment Maths. Students are required to study Math Methods Units 1 & 2.

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

Learning Focus:
Unit 1
• Number systems and recursion
• Geometry in the plane and proof
• Principles of Counting
• Kinematics

Unit 2
• Graphs of non linear relations
• Vectors in the plane
• Transformations, trigonometry and matrices
• Simulations, sampling and sample distributions

Assessment:
Unit 1 and 2
Assessment includes a range of tasks including:
Analysis tasks, application tasks, topic tests and end of semester exams.

Equipment
A TI-nspire (CAS) calculator is compulsory.

Subject: Further Maths Units 3 & 4

Prerequisites
Students are expected to have studied General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2.

Description:

Units 3 & 4
Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and Financial modelling’. The Applications comprises two modules to be completed in their entirety: Geometry and Measurement and Matrices.

Learning Focus:

Unit 3
• Data analysis
• Recursion and financial modelling

Unit 4
• Geometry and Measurement
• Matrices

Assessment:

The two final exams for Further Mathematics account for 66% of the final assessment. The other 34% is completed at school. Students complete a range of assessment tasks including applications tasks and analysis tasks.

Unit 3 and 4:

Unit 3: School assessed Coursework 20%
Unit 4: School assessed Coursework 14%
End-of-year examination 66%

Equipment
A TI-nspire (CAS) calculator is compulsory.

Additional Costs: $20.00
Year 12 - Maths Trial Exam Pack $25.00

Prerequisites
It is expected students have studied Math Methods units 1 and 2

Description:

Units 3 & 4
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Learning Focus:

Unit 3
• Functions and relations
• Coordinate geometry and matrices
• Transformation
• Polynomials
• Exponential and logarithmic functions
• Circular functions
• Differentiation

Unit 4
• Integration
• Discrete random variables and their probability distributions
• The binomial distribution
• Continuous random variables and their probability distributions
• The normal distribution
• Sampling and estimation

Assessment:
Unit 3 and 4: There are two end of year exams of 1 hour (technology free) and 2 hours (technology allowed) which account for 66% of the final assessment. The other 34% of assessment is school based and includes application tasks, analysis tasks and topic tests.

Unit 3: School assessed Coursework 17%

Unit 4: School assessed Coursework 17%

End-of-year examination 66%

Equipment
A TI-nspire (CAS) calculator is compulsory.

Additional Costs: $20.00
Year 12 - Maths Trial Exam Pack $25.00

Subject: Specialist Mathematics Units 3 & 4

Prerequisites

Students are expected to have completed Specialist Math Unit 1 & 2 and Math Methods Units 1&2. Students must be studying Math Methods Units 3 and 4 concurrently or have completed it prior.

Description:

Unit 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

Learning Focus:

Unit 3
- Vectors
- Circular Functions
- Complex Numbers
- Differentiation and rational functions
- Techniques of integration
- Applications of integration

Unit 4
- Differential equations
- Kinematics
- Vector functions
- Dynamics
- Linear combinations of random variables and distribution of sample means

Assessment:

Unit 3 and 4: There are two end of year exams of 1 hour (technology free) and 2 hours (technology allowed) which account for 66% of the final assessment. The other 34% of assessment is school based and includes application tasks, analysis tasks and topic tests.

Unit 3: School assessed Coursework 17%

Unit 4: School assessed Coursework 17%

End-of-year examination 66%

Equipment

A TI-nspire (CAS) calculator is compulsory.

Additional Costs: $20.00

Year 12 - Maths Trial Exam Pack $25.00

Subject: Media

Prerequisites

Description:

Unit 1
Student develop an understanding of the relationship between the media and its audiences, and the representations that are constructed to engage. Students study a film narrative in relation to codes and conventions and then develop practical skills by producing a short narrative project of their own.

Unit 2
Students learn to analyse the intentions of media creators and producers and discuss influences of narratives on the audience in different media forms. They work to apply the media production process to create, develop and construct narratives and discuss the impact that new media technologies have on society, audiences, the individual, media industries and institutions.

Unit 3
In this unit, students recap on their knowledge of codes and conventions and apply them to a study of two separate narratives, understanding the impact that the ideologies present at the time of construction and reception can impact the shape and the reading of the texts. They also develop ideas and plan for their major media project.

Unit 4
In this unit, students undertake production, post production and distribution stages of their media product, seeking feedback on and amending their work where necessary. They also analyse the relationships between the media and its audience in relation to notions of agency and control. This is done through a series of case studies and examples of audience power and media use and abuse.

Learning Focus:

Unit 1
Area of Study 1. Media Representations
Area of Study 2. Media Forms in Production
Area of Study 3. Australian Stories

Unit 2
Area of Study 1. Narrative, Style and Genre
Area of Study 2. Narratives in production
Area of Study 3. Media and Change

Unit 3
Area of Study 1. Narrative and Ideology
Area of Study 2. Media production development
Area of Study 3. Media production design

Unit 4
Area of Study 1. Media Production
Area of Study 2. Agency and Control, in and of the Media

Assessment:

Unit 1 and 2: Students will be assessed through a variety of tasks. Their theoretical and practical skills will be assessed using tasks such as productions, extended/short responses, written reports, structured questions, research tasks and oral presentations.

Unit 3 and 4:
Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Note: Students taking Media will require editing software which is on the Booklist
Additional Costs: $70.00 per year

** Students will only be accepted into this course once the materials fee is paid in full

Subject: Music Performance

Prerequisites
It is highly recommended that students undertake Year 9 and 10 music studies as a pre-requisite to enrolling in this course study. Instrumental Lessons are also highly recommended and affordable due to a generous government subsidy.

Description:
Music Performance is a creative subject that focuses on the development of a student’s personal and corporate performance skills whilst incorporating an informed use of the theoretical and technical aspects of music. Students gain skills in: Performance Development (solo and group), Musicianship, Improvisation, Teamwork and Collaboration, Technical skills, Analysis, Arranging, Interpretation and Performance Reflection. Students gain knowledge in: Notational Conventions, Historical Influences, Music Technology and Rehearsal Strategies.

Learning Focus:

Unit 1 and 2 – Music Performance
Both Units 1 and 2 focus on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

Unit 3 and 4 – Music Performance
Both Units 3 and 4 continue to focus on building and rehearsing a performance program with a focus on performance and musicianship skills. Students also create a program of exercises designed to overcome difficulties and build confidence as a performer.

Area of Study 1 – Performance (Unit 1 -4)
Students prepare and present a program of musical works that incorporate a variety of performance contexts and a focus on individual musicianship through rehearsal.

Area of Study 2 – Preparing for Performance (Unit 1 - 4)
Students research and develop rehearsal strategies that enhance their performance. They identify strengths and weaknesses in their own playing and select or create exercises that improve presentation outcomes.

Area of Study 3 – Music Language (unit 1 - 4)
Students use their knowledge of musical language to develop their interpretive and critical listening skills. They develop their ability to hear, identify, sing and play the fundamental components and elements of music.

Area of Study 4 – Organisation of Sound (Unit 2 only)
Students create and perform an original work or improvisation by exploring creative approaches, stylistic frameworks and compositional characteristics from the works within their performance program.

Assessment:
Unit 1 and 2
- Performance Program of at least 3 works of acceptable duration.
- Unit One focuses more on Solo performance.
- Unit Two focuses more on Group performance.
- A Technical Presentation that addresses performance challenges.
- A Folio or Workbook of aural, written, practical tasks and coursework
- End of Unit Exam
- A Composition or Improvisation with supporting documentation in written or multimedia form

Unit 3 and 4
- Performance Program of at least 25 minutes of contrasting and stylistically diverse works (externally assessed). Students choose to focus on group or solo playing. A prescribed list of works is given for both solo and group performances.
- A Technical Presentation that addresses any interpretive, technical or expressive challenges within the performance program.
- A Music Language Exam on chords and progressions, rhythmic and melodic writing, aural listening skills and analysis (externally assessed)

Additional Costs: $20.00 - Units 3 & 4
Instrumental Lessons: $250 per year (students receive one 50-minute lesson per week) - Optional
Subject: Studio Arts

Prerequisites

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

Learning Focus:
Unit 1 - Studio Inspiration And Techniques
In this unit students focus on developing an understanding of the stages of studio practice and 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. Students progressively refine and resolve their skills to communicate ideas in artworks. Students research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2 - Studio Exploration And Concepts
In this unit students focus on using a studio practice to produce artworks. This includes sources of inspiration, and experimentation with selected materials and techniques. Students explore and develop ideas and subject matter, create aesthetic qualities and record their development as part of the studio process. Through the study of art movements and styles, students understand the use of other artists' work in the making of new artworks.

Unit 3 - Studio Practices And Processes
In this unit students focus on the implementation of a studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan, explore and develop their individual ideas.

Unit 4 – Studio Practice And Art Industry Contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks. Students present a written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks. Students provide an evaluation about the cohesive relationship between the artworks. Students investigate aspects of the art industry.

Assessment:
Unit 1 and 2:
Assessment tasks include; a visual diary containing design explorations, artworks, written responses and end of semester exams.

Unit 3 and 4:
1. School-assessed Coursework – Units 3 and 4 (10%)
2. School-assessed Task – Units 3 and 4 (60%)
3. End-of-year examination – (30%)

Additional Costs: $100.00 - Units 1 & 2
$140.00 - Units 3 & 4

** Students will only be accepted into this course once the materials fee is paid in full

Subject: Theatre Studies

Prerequisites

Description: Theatre Studies is a practical, creative and hands-on subject that constantly challenges and inspires students. Students will have the opportunity of developing the following skills through this subject:

- Collaboration
- Creativity
- Expression
- Stagecraft

Theatre Studies involves students in the interpretation and production of plays. Students will acquire an understanding of theatre through the ages – its traditions and history. Knowledge acquired in this area will be applied to produce a major performance and monologues to an audience. To assist their understanding of theatre, students will experience plays in performance as an audience member and be instructed in analytical and reviewing skills.

Learning Focus:

Unit 1 - Pre Modern Theatre
Students will identify and describe the distinguishing features of pre-modern theatre - SAC1. They will apply acting and other stagecraft to interpret playscripts from the pre-modern era - SAC1. Analyse a performance of a pre-modern playscript - SAC3.

Unit 2 - Modern Theatre
Students will identify and describe the distinguishing features of modern era theatre playscripts - SAC1. They will apply stagecraft to interpret playscripts from the modern era and analyse and evaluate stagecraft in a performance of a modern playscript - SAC2.

Unit 3 - Playscript Interpretation
Students will apply stagecraft to interpret a playscript for performance to an audience - SAC1. They will document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation - SAC2. Students will analyse and evaluate the interpretation of a written playscript in production to an audience - SAC3.

Unit Four - Performance Interpretation
Students will interpret a monologue from a playscript and justify interpretive decisions - SAC1. Develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene - SAC2. Analyse and evaluate acting in a production - SAC3.

Assessment:

SACs 1, 2, 3 - Written and visual collation in Folio
Portfolio (notes, ideas, script, pictures, photos, designs) documenting the Theatre Production process
Production (performance of a playscript) – Students contribute to the production in the following areas of their choice: lighting, sound, acting, costume, make-up, direction, publicity, dramaturgy (research), writing. Analysis of a Professional Performance.
Presentation of a Monologue.

Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Additional Costs: $65.00 per year

** Students will only be accepted into this course once the materials fee is paid in full

Subject: Visual Communication and Design

Prerequisites
Unit 3 is a prerequisite for Unit 4.

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

Learning Focus:
Unit 1 - Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. You will practice your ability to draw what you observe and will use visualisation drawing methods to explore your own ideas and concepts.

Unit 2 - Applications of Visual Communication within Design Fields
This unit focuses on the application of VC&D knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. You will use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. You will investigate how typography and imagery are used in visual communication design.

Unit 3 – VC&D Practices
In this unit you will gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, you will gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

Unit 4 – VC&D Development, Evaluation and Presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Assessment:
Unit 1 and 2
Assessment includes one or more of the following: a folio of instrumental & freehand drawings, a folio of solutions to set tasks, written reports and an end of Semester exam.

Unit 3 and 4:
1. School-assessed Coursework – Unit 3 (25%)
2. School-assessed Task – Units 3 and 4 (40%)
3. End-of-year examination – (35%)

Additional Costs: $100.00 per year
** Students will only be accepted into this course once the materials fee is paid in full

Subject: Accounting

Prerequisites
There are no prerequisites for Accounting Units 1, 2 or 3. Students are advised to complete Unit 2 before Unit 3. Units 3 and 4 are to be taken as a sequence.

Description:
Accounting helps you to develop real-life skills relating to your own financial literacy including budgeting, keeping financial records using spreadsheets, making careful investment decisions and reading and understanding financial data.
Knowledge and understanding of accounting processes is an important part of many tertiary level business and commerce courses.

Learning Focus:
Unit 1 - Role of accounting in business
• The role of accounting in business and how accounting provides information for making operational and investment decisions.
• Recording financial data and reporting accounting information for a service business.

Unit 2 - Accounting and decision-making for a trading business
• Recording and reporting for inventory, including the purchase and sale of stock
• Accounting for and managing accounts receivable and accounts payable.
• Accounting for and managing non-current assets such as equipment and vehicles.

Unit 3 - Financial accounting for a trading business
• Using double entry accounting to record data.
• Preparing accounting reports and graphical representations.
• Interpreting accounting reports for decision-making.

Unit Four - Recording, reporting, budgeting and decision-making
• Recording financial data and balance day adjustments using a double entry system,
• Report accounting information using an accrual-based system
• Evaluating the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
• Preparing budgeted accounting reports and variance reports for a trading business using financial and other relevant information.
• Model, analyse and discuss the effect of alternative strategies on the performance of a business.

Assessment:
Unit 1 and 2:
Assessment will include one or more of the following manual and ICT-based activities: structured questions, folio of exercises, a case study, a report and manual semester exams.

Unit 3 and 4:
Assessment includes: structured questions (manual and ICT-based), folio of exercises (manual and ICT-based), a case study (manual and ICT-based), a report (written, oral or ICT-based) plus a final exam.

Unit 3: School assessed Coursework 25%
Unit 4: School assessed Coursework 25%
End-of-year examination 50%

Additional Costs: $10.00 - Units 1 & 2
$40.00 - Units 3 & 4

Subject: Business Management

Prerequisites
There are no prerequisites for Business Management Units 1, 2 or 3. Units 3 and 4 are to be taken as a sequence.

Description:
If you wish to know why some businesses are more successful than others, then Business Management may be for you.
Business Management examines the ways in which managers make decisions to improve the performance of businesses.
Each unit exposes students to real business scenarios. Business Management focuses on the issues facing managers and organisations in Australia and globally.

Learning Focus:
Unit 1 - Planning a business
• How and why business ideas are created and developed.
• How nations can foster a culture of business innovation and entrepreneurship.
• How the external environment, such as competitors and customers, affect business decisions.
• The internal environment such as business models, legal business structures and staffing.

Unit 2 - Establishing a business
• Legal requirements and financial considerations that must be fulfilled when establishing a business.
• Analysis of marketing and public relations strategies.
• Evaluation of employment strategies from the perspective of the employer and employee.

Unit 3 - Managing a business
• Analysis of the relationship between corporate culture, management styles and management skills.
• Theories of motivation and strategies to manage the performance of employees.
• Evaluation of strategies to improve production systems in a global environment.

Unit 4 - Transforming a business
• Analysis of business performance and discussion of forces that affect the ability of a business to change.
• Evaluation of strategies to manage change, and the effect of change on the stakeholders of a business.

Assessment:
Unit 1 and 2:
Assessment includes tests, case studies, reports and semester exams

Unit 3: School assessed Coursework including tests and case studies 25%

Unit 4: School assessed Coursework including tests and case studies 25%
End-of-year examination 50%

Additional Costs: $40.00 - Units 3 & 4
Excursion – cost approximately $15 to $30. Costs may be subject to change.

Subject: Economics

Prerequisites
There are no prerequisites for Economics Units 1, 2 or 3. Units 3 and 4 are to be taken as a sequence.

Description:
If you are interested in finding out about how wealth is distributed, why governments regulate economies, and issues such as poverty, inflation and the global financial crisis then Economics is a subject you will enjoy. Economics fills our newspapers and other media each day. It examines how and why individuals, businesses and governments spend money. It is one of the major subjects in most tertiary business courses.

Economics looks at questions such as:
- How can economics improve the standard of living?
- How can employment be increased?
- Do Australians pay too much tax?

Learning Focus:
Unit 1 – The behaviour of consumers and businesses
• How to think like an economist.
• The way consumers and businesses behave the way they do.
• How markets operate. Investigating case studies such as the markets for share, labour and property.

Unit 2 - Contemporary economic issues
• Economic issues such as long-term growth, poverty, prosperity and environmental sustainability.
• How wealth is distributed between richer and poorer citizens.
• Major global decisions that can affect billions of lives, such as free trade, globalisation, population movement and environmental challenges

Unit 3 - Australia’s economic prosperity
• Major economic issues facing Australia such as the market system, resource allocation and government intervention.
• The Australian Government’s domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued.
• the reasons why countries engage in international transactions for the exchange of goods and services and the movement of savings and investment capital, and how these transactions might affect living standards.

Unit 4 - Managing the economy
• The study of policies such as taxes, spending and interest rates and how the policies affect the economy. Students explain how each policy has been utilised by the Australian Government in the past two years.
• The different approaches that government may take to promoting competition and efficiency. Should the Australian Government intervene in the market?
• The short-term and long-term consequences of government or market actions in terms of the domestic macroeconomic goals and living standards.

Assessment :
Unit 1 and 2:
Assessment includes tests, essays, reports and semester exams

Unit 3 and 4:
Unit 3: School assessed Coursework 25%
Unit 4: School assessed Coursework 25%
End-of-year examination 50%

Additional Costs: $10.00 - Units 3 & 4
Subject: Legal Studies

Prerequisites

Description:
Interested in crime? How is a crime scene investigated? What makes someone commit murder? How do we punish offenders? How does the law protect my individual rights? Who makes the law and how? How can the law be changed to reflect current values? All these questions and more will be answered during Legal Studies Units 1 to 4.

Learning Focus:
Unit 1 – Guilt and Liability
- knowledge of laws and the Australian legal system
- the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals
- characteristics of an effective law, and sources and types of law
- relationship between parliament and the courts
- reasons for a court hierarchy in Victoria
- principles of justice.

Unit 2 – Sanctions, remedies and rights
- enforcement of criminal law and civil law
- methods and institutions that may be used to determine a criminal case or resolve a civil dispute
- purpose and types of sanctions and remedies
- investigation of two criminal cases and two civil cases
- understanding how rights are protected in Australia and in another country
- examine a significant case in relation to the protection of rights in Australia

Unit 3 – Rights and Justice
- examine the methods and institutions in the justice system
- consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, explore matters such as the rights available to an accused and to victims in the criminal justice system, examine the roles of the judge, jury, legal practitioners and the parties
- consider ability of sanctions and remedies to achieve their purposes
- investigate principles of justice and recent reforms

Unit 4 – The people and the law
- explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people
- significance of the High Court in protecting and interpreting the Australian Constitution
- investigate parliament and the courts, and the relationship between the two in law-making
- consider the roles of the individual, the media and law reform bodies in influencing law reform

Assessment:
Unit 1 and 2: Assessment will include tests for SACs. Coursework requirements will consist of class tasks, homework tasks, case studies and practice exam questions.

Unit 3 and 4: Assessment will include tests for SACs with structured questions. Coursework requirements will consist of class tasks, homework tasks, case studies and practice exam questions.

Unit 3: School assessed Coursework – 25%
Unit 4: School assessed Coursework – 25%
End of year examination – 50%

Additional Costs: $40.00 - Units 3 & 4

Excursion: Cost to be advised

Subject: Health & Human Development

Prerequisites

Description:
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals, biomedical and behavioural factors, as well as physical and social environments. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Learning Focus:

Students will:

Unit 1 – Understanding Health and Well-being
• Explore the concepts of health and well-being
• Examine the measurements and indicators of health status
• Identify the socio-cultural factors affecting health status
• Investigate Nutrition and its relationship to youth health and well-being
• Identify government and non-government programs aimed at promoting youth health and well-being
• Explore a specific youth health and well-being issue

Unit 2 – Managing Health and Development
• Examine the human lifespan and the developmental transitions between youth and adulthood
• Explore healthy and respectful relationships
• Investigate parenting during pre-natal and early childhood development
• Examine Australia’s health system
• Scrutinize health services and information in relation to digital technology

Unit 3 – Australia’s Health in a Globalised World
• Explore the dimensions of health and well-being including the prerequisites for health
• Identify ways to measure health status and apply them to different population groups
• Examine how smoking, alcohol, BMI and dietary risks impact health status
• Investigate Australia’s health status using the Ottawa Charter
• Evaluate programs such as Medicare, PBS, NDIS and private health insurance and their impact on health status
• Identify the targets of health promotion encompassing smoking, indigenous health and nutrition

Unit 4 – Health and Human Development in a Global Context
• Describe the characteristics of high, middle and low income countries and the factors that contribute to the health differences between countries
• Examine the dimensions of sustainability and discuss how global trends are effecting health and well-being
• Investigate Sustainable Development Goals (SDG’s) and evaluate different programs that implement them

Assessment:

Unit 1 & 2:
Assessment in Units 1 & 2 could include a short written report, oral presentation, a visual presentation or structured questions (including data analysis).

Unit 3 & 4:
Unit 3: School assessed coursework - 25%
Unit 4: School assessed coursework - 25%
End-of-year examination: - 50%

Additional Costs: $45.00 - Units 3 & 4
Subject: Certificate III in Sport and Recreation

Elective Unit: Two year program

Description:

The Certificate III in Sport and Recreation (VCAA Program 3) is delivered over two years. This course offers students a vocational qualification as well as VCE units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities dedicated to, and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry. This program is an examinable subject and students complete a VCAA exam at the end of the unit 3 & 4 sequence.

Learning Focus:

Students will:

- Plan and facilitate a session for groups
- Conduct warm-up and cool-down programs
- Investigate safety and sporting environments
- Social media and creative thinking
- First aid and emergency scenarios
- Managing conflict

Common Assessment Tasks:

Year 1 – Units of Competence/Assessment
- Organise Personal Work Priorities and Development
- Participate in Workplace Health and Safety
- Conduct Non-Instructional Sport, Fitness and Recreation Sessions
- Respond to Emergency Situations
- Provide First Aid
- Use Social Media Tools for Collaboration and Engagement
- Provide Quality Service
- Conduct Sport, Fitness or Recreation Events
- Develop and Update Officiating Knowledge

Year 2 – Units of Competence/Assessment
- Develop and Update Knowledge of Coaching Practices
- Participate in WHS Hazard Identification, Risk Assessment and Risk Control
- Facilitate Groups
- Plan and Conduct Groups
- Conduct Basic Warm-Up and Cool-Down Programs
- Educate User Groups

Additional Costs: Year 1 - $75.00
Year 2 - $75.00

** Students will only be accepted into this course once the materials fee is paid in full

Subject: Outdoor & Environmental Studies - Units 3 & 4

Prerequisites
Students must be ‘at standard’ level or higher in English and HPE subject areas to undertake this study. It is expected that students wishing to undertake VCE Outdoor & Environmental Studies, do so in year 10 and 11 to minimize disruption to their year 12 studies.

Description:
VCE Outdoor and Environmental Studies focuses on the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ covers areas that have had minimum influence from humans, as well as those that have been subjected to different levels of human intervention. The aim of studies in this area are to enable students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health. This is achieved through use of both passive and active outdoor activities, which provide the means for students to develop experiential knowledge of outdoor environments. Outdoor experiences used to achieve this level of understanding include guided activities at historic sites, mining/logging, site investigations of different ecological zones and through visiting interpretation centres. Some of the activities used to access and experience these environments include rock climbing, canoeing and rafting, bushwalking, cross-country skiing, and conservation and restoration projects.

Learning Focus:

Unit 3- Relationships with outdoor environments
• Develop an understanding of the creation and formation of the Australian continent
• Analyse relationships with the Australian environment as experienced by indigenous Australians before and after European arrival, and different periods of significance post European settlement.
• Research a range of factors that influence contemporary relationships with the environment
• Investigate the development of environmental movements and environmental politics in Australia.

Unit 4- Sustainable outdoor relationships
• Research ways to assess the health of outdoor environments, including measuring air and water quality, biodiversity and numbers of introduced species.
• Develop an understanding of how the health of and impacts to outdoor environments can affect humans physical, social and emotional wellbeing.
• Investigate specific conflicts over the use of the environment.
• Analyse a variety of methods used to manage and maintain outdoor environments.

Assessment
Unit 3 & 4: Assessment of each outcome includes a journal or report demonstrating links between theoretical content studied and practical experiences undertaken AND at least one task from the following: a case study, a multimedia presentation, a written report, data analysis or structured questions.

Unit 3
SAC 1 – Bogong experience journal
SAC 2 – Historical relationships with the Australian Alps
SAC 3 – Relationships with the Australian environment since 1990

Unit 4
SAC 1 – Lake mountain experience journal
SAC 2 – Healthy outdoor environments
SAC 3 – Sustainable outdoor environments

Unit 3: School assessed coursework - 25%
Unit 4: School assessed coursework - 25%
End-of-year examination: - 50%

Additional Costs: $400.00
** Students will only be accepted into this course once the materials fee is paid in full

Prerequisites
Recommended that students complete Units 1&2 before commencing Unit 3&4 studies

Description:
VCE Physical Education explores the relationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and socio-cultural influences on performance and participation in physical activity.

Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Learning Focus:
Students will:

Unit 1 – The Human Body in Motion
• Examine the structure and function of the skeletal, muscular, cardiovascular and respiratory systems
• Identify acute and chronic injuries of the musculo-skeletal systems
• Explore performance enhancement of the musculo-skeletal and cardiorespiratory systems

Unit 2 – Physical Activity, Sport and Society
• Explore the enablers and barriers of physical activity and sedentary behaviour
• Examine and apply the concepts of the Socio-Ecological Model
• Analyse the principles of a physical activity plan
• Investigate contemporary issues and sport
• Explore cultural diversity and inclusion in physical activity

Unit 3 – Movement Skills and Energy for Physical Activity
• Classify movement skills and examine the links between skill, participation and performance
• Apply biomechanical principles in the analysis of human movement
• Explore the influence of coaching, instruction, practice and feedback on skill development
• Examine energy systems and analyse their influence of physical activity
• Investigate acute responses to exercise of the muscular, cardiovascular and respiratory systems

Unit 4 – Training to Improve Performance
• Investigate and apply various methods of activity analysis
• Identify fitness components and apply them to fitness assessment
• Plan a training program and apply the principles and methods of training
• Examine the chronic adaptations that occur during various types of training
• Examine performance enhancement and recovery strategies in relation to physical activity

Assessment:

Unit 1 & 2:
Assessment in Units 1 & 2 could include structured questions, a visual presentation, a multimedia presentation, an oral presentation, a practical reflection folio or a written report.

Unit 1:
SAC 1 – The musculoskeletal system and movement
SAC 2 – The cardiorespiratory system function and physical activity
SAC 3 – Practical Reflection Folio

Unit 2:
SAC 1 - The relationship between physical activity, sport, health and society
SAC 2 - The contemporary issues associated with physical activity and sport

Unit 3 & 4:

Unit 3:
SAC 1 – Skill Acquisition and Biomechanical Principles
SAC 2 – Energy Systems
SAC 3 – Acute Responses, Energy Systems and Fatigue

Unit 4:
SAC 1 – Activity Analysis
SAC 2 – Training Principles and Methods
SAC 3 – Training Program Design
SAC 4 – Chronic Adaptations to Training

Unit 3: School assessed coursework - 25%
Unit 4: School assessed coursework - 25%
End-of-year examination: - 50%

Additional Costs: $20.00 - Units 1 & 2
Unit 3 & 4 - $40.00

Subject: Geography

Prerequisites

Description:
Are you curious about why the world is the way it is? Do you look at maps and dream of travel to exotic places and far-flung locations? Do you sometimes wonder why there is great wealth in some countries, but terrible poverty in others? The study of Geography will help you uncover the answers to these questions and many more. You will develop a much greater understanding of the world around you, as well as useful skills of data analysis, map interpretation and careful analysis about some of the biggest issues in the world at the moment.

Learning Focus:

Unit 1 - Hazards and Natural Disasters
• The characteristics of major hazards such as bushfires, earthquakes, tsunamis and floods
• Factors affecting the risk level for populations around the world
• How humans respond to hazards
• How we plan and protect populations against natural hazards

Unit 2 - Tourism
• How tourism affects local places around the world
• The changing characteristics of tourism over time
• The idea of sustainable tourism and places being ‘ruined’

Unit 3 - Changing the Land
• How deforestation, desertification and melting glaciers are affecting our world
• The ways which humans attempt to respond to these global issues
• How land use has changed over the past 200 years
• A fieldwork case study on Federation Square and the ways this site has changed over the past 200 years

Unit 4 - Human Population – trends and issues
• How populations have changed since the 1700s
• What the future global population might be like
• Two case studies looking at growing and shrinking populations and what countries are doing to solve these population problems

Assessment:

Unit 1 and 2 and Unit 3 and 4: School assessed coursework for all 4 units include fieldwork investigations, short answer tests and extended response questions. Students will build the highly useful career skills of data analysis and interpretation, being able to present using digital technologies and fieldwork.
Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Additional costs: $10.00 per year
There is a compulsory fieldwork excursion for each of Unit 1,2,3. There is an additional fee component associated with this subject to cover costs.

Subject: 20th Century History (Units 1 & 2)

Prerequisites

Description:
The 20th Century saw some of the best and worst that humanity has to offer. The rise of Hitler and the Nazis which led to World War II and the Holocaust, the constant threat of nuclear annihilation that existed during the Cold War through to the triumph of Martin Luther King Jr with the Civil Rights Movement in the USA. We cover all of this and more!

You will develop a number of skills including research skills, analysis of written and visual sources including films as well as making sense of the past and the world around you.

The skills developed in this subject are universal and will be of great assistance in not only the study of History but many other similar subjects in Year 12, TAFE and University.

Learning Focus:

Unit 1 – Area of Study 1- Ideology and Conflict
• The Peace Treaties that ended WW1
• The events that led to WW2 including the Rise of Hitler and Mussolini, the Wall Street Crash and Great Depression

Area of Study 2- Social and Cultural Change
• Life in America in the 1920’s
• Life in Nazi Germany in the 1930’s including the Holocaust

Unit 2 – Area of Study 1- Competing Ideologies
• The Cold War- USA vs Russia
• The difference between Capitalism and Communism
• The Space Race
• Cuban Missile Crisis
• Korean War
• Vietnam War

Area of Study 2- Challenge and Change
• The Civil Rights Campaign by Martin Luther King
• Rosa Parks and the Montgomery Bus Boycott
• The intimidation and fear used by the KKK
• The end of Black and White segregation in the United States
• Malcolm X and other African American leaders

Assessment:

Unit 1 and 2: Assessment will include one or more of the following activities: extended response to historical questions, research reports, an essay, analysis of sources including cartoons, photographs, speeches, films and written reports. There will also be an end of semester exam at the end of each semester.

Unit 1:
SAC 1: 40%
SAC 2: 40%
Exam: 20%

Unit 2:
SAC 1 40%
SAC 2 40%
Exam 20%

Additional Costs: $25.00

Excursions:
Jewish Holocaust Centre (Semester 1)
Vietnam War Veterans Museum (Semester 2)

Subject: History: Revolutions (Units 3 & 4)

Prerequisites
There are no prerequisites, however completion of Unit 1 & 2 Ancient History or Unit 1 & 2 Twentieth Century History is advised.

Description:
If you are interested in learning about significant causes of the French and Russian Revolution, then these Units are for you. You will discover how the actions of popular movements and particular individuals contributed to triggering a revolution. You will uncover to what extent social tensions and ideological conflicts contributed to the outbreak of revolution. You will also examine how the new society of France and Russia consolidated its power after the Revolution. You will also discover the extent to how society changed as a result of revolution.

Learning Focus:

Unit 3 – Russian Revolution. Causes and Consequences of a Revolution
• The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
• The Russian Revolution from October 1789 to 1795 (Early Sovnarkom decrees to the end of the NEP).
• Analyse the causes and consequences of the Russian Revolution.
• Evaluate the contribution of significant ideas, events, individuals ad popular movements.
• Evaluate the extent of change brought to society after the Russian Revolution.

Unit 4 – French Revolution. Causes and Consequences of a Revolution
• The French Revolution from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789).
• The French Revolution from October 1789 to 1795 (The October Days to the Dissolution of the Convention Year III).
• Analyse the causes and consequences of the French Revolution.
• Evaluate the contribution of significant ideas, events, individuals ad popular movements.
• Evaluate the extent of change brought to society after the French Revolution.

Assessment:
School Assessed Coursework will include the following activities: An historical inquiry; an analysis of primary sources; an analysis of historical interpretations; an essay.
Unit 3: School Assessed Coursework - 25%
Unit 4: School Assessed Coursework - 25%
End of year Examination - 50%

Excursions:
HTAV examination preparation revision lectures - $40
Additional Costs: $20

Subject: Ancient History - Units 1 & 2

Prerequisites
There are no prerequisites, however completion of year 10 History is recommended.

Description:
If you are interested in learning about the very first known civilisations then Unit 1 & 2 History will be for you. You will uncover the evidence of how the first cities developed, including the first use of writing. You will also find out how the Civilisations rose into mighty Empires, Ancient warfare, the power of their leaders and also how these Empires fell in power. You will uncover the very first published laws and compare them to the laws of today and discover what primary sources reveal about beliefs, values and attitudes in Ancient Egypt. Leaders in Middle Kingdom Egypt will be examined, including how the rulers used their power and the challenges that they faced.

Learning Focus:
Unit 1 – Ancient Mesopotamia (discovering civilization 3500-2004BCE – Ancient Empires 1900-612 BCE)
- Explore Ancient Mesopotamia
- Investigate the creation of City-states and Empires
- Uncover the invention of writing, agriculture, time and astronomy
- Research significant leaders and how they were significant in the rise and fall of Empires under their care.

Unit 2 – Ancient Egypt (The double crown 2920-2040 BCE – Power and Propaganda 2040 – 1550 BCE)
- Kingship in Old Kingdom Egypt.
- The Social, Political and Economic reasons for building the Pyramids
- Egyptian beliefs concerning the afterlife
- Egyptian artifacts, artwork, tombs and culture.

Assessment:
School Assessed Coursework will include the following activities: An historical inquiry; an analysis of primary sources; an analysis of historical interpretations; an essay.
Unit 1: School Assessed Coursework - 80%
Unit 1: End of Semester Examination - 20%
Unit 2: School Assessed Coursework - 80%
Unit 2: End of Semester Examination - 20%

Excursions

Additional Cost: $20.00

Subject: Ancient History - Units 3 & 4

Prerequisites
There are no prerequisites, however completion of Unit 1 & 2 Ancient History or Unit 1 & 2 Twentieth Century History is advised.

Description:
If you are interested in what it was like to live in Ancient Egypt Greece or Rome, then Unit 3 & 4 Ancient History may be for you. You will discover the social, political and economic features of life, and why the features were significant. You will uncover the significance of key leaders and crises they were involved in that led to changes in ancient societies.

Learning Focus:
Unit 3 – Ancient Greece (Living in an ancient society 800-4544BC. People in power, societies in crisis 431-404 BC)
• Explore the social, political and economic features of living in an ancient society.
• Compare the differences between Athens and Sparta.
• What were the consequences of conflict between Greece and Persia.
• Examine archaeological evidence and alliances between Greek cities.
• The causes, events and crisis of the Peloponnesian wars.
• How was the power of Athens broken after the Peloponnesian war?
• The significance of Pericles, Lysanda and Alcibiades in their bid to maintain power.

Unit 4 – Ancient Rome (Living in an ancient society 700-146 BC. People in power, societies in crisis.)
• Examine the social, political and economic features of the early development of Rome.
• Explore how Rome changed from life under the Kings to a Roman Republic.
• Discover the causes and conflicts between Rome and Carthage as they engaged in the Punic wars.
• Was the demise of the Roman republic due to the political reforms of leaders such as the Gracchus brothers?
• The significance of Julius Caesar, Augustus, and Cleopatra VII in the struggle for master of the Roman world.

Assessment:
School Assessed Coursework will include the following activities: An historical inquiry; an analysis of primary sources; an analysis of historical interpretations; an essay.
Unit 3: School Assessed Coursework - 25%
Unit 4: School Assessed Coursework - 25%
End of year Examination - 50%

Excursions:
HTAV examination preparation revision lectures - $40

Additional Costs: $20

Subject: Biology

Prerequisites

Unit 1 and 2
Year 10 Maths (average) 50% or above and any Year 10 Science (average) 50% or above (or teacher approval)

Unit 3 and 4
Successful completion of Unit 1 and 2 Biology (or teacher approval)

Description:
Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment.

Learning Focus:

Unit 1 – How do living things stay alive?
Area of study 1. How do organisms function?
Area of study 2. How do living systems sustain life?
Area of study 3. Practical investigation

Unit 2 – How is continuity of life maintained?
Area of study 1. How does reproduction maintain the continuity of life?
Area of study 2. How is inheritance explained?
Area of study 3. Investigation of an issue

Unit 3 – How do cells maintain life?
Area of study 1. How do cellular processes work?
Area of study 2. How do cells communicate?

Unit 4 – How does life change and respond to challenges over time?
Area of study 1. How are species related?
Area of study 2. How do humans impact on biological processes?
Area of study 3. Practical investigation

Assessment:

Unit 1 and 2: Assessment includes three of the following tasks; field excursion report, practical report, annotated poster, data analysis, problem solving activity, multimedia presentation, tests and an exam.

Unit 3 and 4:
Unit 3: School assessed Coursework 20%
Unit 4: School assessed Coursework 20%
End-of-year examination 60%

Additional Cost: $25.00

Biology can lead to:
Paramedic
Vet
Dietitian
Doctor
Nurse
Sports Scientist
Physiotherapist
Pharmacist
Zookeeper

Subject: Chemistry

Prerequisites
Unit 1 and 2
Year 10 Maths (average) 60% or better and Year 10 Chemistry 60% or better (or teacher approval)
Unit 3 and 4
Chemistry 1&2 minimum 60% average

Description:
Chemistry explores and explains the composition and behavior of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Learning Focus:
Unit 1 –
Area of Study 1: How can knowledge of elements explain the properties of matter?
Area of Study 2: How can the versatility of non-metals be explained?
Area of Study 3: Research investigation

Unit 2 -
Area of Study 1: How do substances interact with water?
Area of Study 2: How are substances in water measured and analyzed
Area of Study 3: Practical investigation

Unit 3 -
How can chemical processes be designed to optimise efficiency?
Area of Study 1: What are the options for energy production?
Area of Study 2: How can the yield of a chemical product be optimised?

Unit 4 -
How are organic compounds categorised, analysed and used?
Area of Study 1: How can the diversity of carbon compounds be explained and categorised?
Area of Study 2: What is the chemistry of food?
Area of Study 3: Research investigation

Assessment:
Unit 1 and 2: Each unit will involve some of the following tasks;
Practical activities, summary report, written analysis, extended experimental investigation, response to stimulus and exams.

Unit 3 and 4:
Unit 3: School assessed Coursework 16%
Unit 4: School assessed Coursework 24%
End-of-year examination 60%

Additional Costs: $25.00 plus
Visit to Monash University during Unit 3, approximately $25. Costs may be subject to change.

Chemistry can lead to:
Chemical engineer
Biochemist
Dietitian
Doctor
Pathologist
Weapons expert
Pharmacist
Wine maker
Agriculturists

Subject: Physics

Prerequisites
Unit 1 and 2: Average 50% in Enriched Maths or 60% in Year 10 Core Maths, and Average 50% in any Year 10 Science (or teacher approval)
Unit 3 and 4: Successful completion of Unit 1 and Unit 2

Description:
Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Learning Focus:
Unit 1: What ideas explain the physical world?
Area of study 1: How can thermal effects be explained?
Area of study 2: How do electric circuits work?
Area of study 3: What is matter and how is it formed?

Unit 2: What do experiments reveal about the physical world?
Area of study 1: How can motion be described and explained?
Area of study 2: Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. This will be selected by the class and teacher. The options can be found in the VCE Physics study design.
Area of study 3: Practical investigation

Unit 3: How do fields explain motion and electricity?
Area of study 1: How do things move without contact?
Area of study 2: How are fields used to move electrical energy?
Area of study 3: How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?
Area of study 1: How can waves explain the behaviour of light?
Area of study 2: How are light and matter similar?
Area of study 3: Practical investigation

Assessment:
Unit 1 and 2: Each unit will involve some of the following tasks; Practical activities, summary report, written analysis, extended experimental investigation, response to stimulus and exams,
Unit 3 and 4:
Unit 3: School assessed Coursework 21%
Unit 4: School assessed Coursework 19%
End-of-year examination 60%

Additional Cost: $20.00
Visit to Luna Park during Unit 3, approximately $35. Costs may be subject to change.

Subject: Psychology

Prerequisites
Unit 1 and 2:
Average 50% in Enriched Maths or 60% in Year 10 Core Maths, and Average 50% in any Year 10 Science (or teacher approval)

Unit 3 and 4:
Successful completion of Unit 1 and Unit 2

Description:
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

Learning Focus:
Unit 1: How are behaviour and mental processes shaped?
Area of study 1: How does the brain function?
Area of study 2: What influences psychological development?
Area of study 3: Student-directed research investigation

Unit 2: How do external factors influence behaviour and mental processes?
Area of study 1: What influences a person’s perception of the world?
Area of study 2: How are people influenced to behave in particular ways?
Area of study 3: Student-directed practical investigation

Unit 3: How does experience affect behaviour and mental processes?
Area of study 1: How does the nervous system enable psychological functioning?
Area of study 2: How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?
Area of study 1: How do levels of consciousness affect mental processes and behaviour?
Area of study 2: What influences mental wellbeing?
Area of study 3: Practical investigation

Assessment:
Unit 1 and 2: Each unit will involve some of the following tasks;
Practical activities, summary report, written analysis, extended experimental investigation, response to stimulus and exams,

Unit 3 and 4:
Unit 3: School assessed Coursework 16%
Unit 4: School assessed Coursework 24%
End-of-year examination 60%

Additional Cost: $25.00

Subject: Japanese

Prerequisites
Year 10 Japanese

Description:
VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Learning Focus:
Unit 1: Personal Identity and Lifestyle, Relationships, The Japanese Speaking Communities
In this unit, students will;
• Develop and understanding of the language and culture of Japanese-speaking communities.
• Analyse cultural products or practices including visual, spoken or written texts.
• Consolidate and extend vocabulary and grammar knowledge and language skills.

Unit 2: Aspirations, Education and Careers, Living in Japanese community, Visiting Japan
• Develop an understanding of aspects of language and culture through the study of prescribed topics.
• Analyse visual, spoken and written texts.
• Further consolidate and extend vocabulary, grammar knowledge and language skills.

Unit 3: School life, Visiting Japan, Life in Japan
In this unit, students will;
• Develop their skills on new vocabulary and grammar.
• Become more familiar with a wide range of text types.
• Improve their persuasive techniques incorporating a variety of expressions.

Unit 4: Changes in Daily Life, Home and Neighbourhood
In this unit, students will;
• Analyse information about various aspects of Japanese culture through their detailed study research.
• Deepen their understanding of social issues Japan is currently facing.
• Be able to express their opinions both orally and in written forms.

Assessment:
Unit 1 and 2

Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Additional Cost: $20.00

Subject: Product Design & Technology - Wood or Textiles

Prerequisites

Description:
Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students will be able to select their preferred material from Wood, Fabrics/Textiles.

Learning Focus:

Unit 1 Product Design and Technology – Sustainable Product Redevelopment
This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Area of Study
- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product

Unit 2 - Collaborative Design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s’ needs and wants; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

Area of Study
- Designing with a team
- Producing and evaluating with a team

Unit 3 - Applying the Product Design Process
In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s.

This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

Area of Study
- Designing for end users
- Product development in industry
- Designing for others

Unit 4 - Product Development and Evaluation
In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Area of Study
- Product analysis and comparison
- Product manufacture
- Product evaluation

Assessment:
Unit 1 and 2

Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Additional Costs: $40.00

Students may be required to purchase other materials

Subject: Food Studies

Description:
VCE Food Studies explores food from a wide range of perspectives. Past and present patterns of eating, how food is produced locally and globally and the physical and social functions of food will be investigated. Practical work includes cooking, demonstrations, working with design briefs, physical and sensory analysis.

Students in Food Studies will develop their skills in the preparation, evaluation and enjoyment of food. Extend your understanding of our abundant and varied food supply as you learn to apply principles of nutrition, food science and product development.

Learning Focus:

Unit 1 - Food Origins
This Unit focuses on food around the world and then look more specifically at food in Australia. Our cultural influences will be investigated to understand how our cuisine has developed to what it is today.

Unit 2 - Food Makers
Students will investigate commercial food production, how new products are developed, our safe food supply and how it is monitored as well as the influence of consumers on commercial food production in Australia.

Unit 3 - Food in Daily Life
This Unit looks at the physiology of eating and appreciating food. Students will investigate Food Models and Dietary Guidelines and develop an understanding of how our bodies use food. Food allergies and intolerances will be covered along with the functional properties of a wide range of foods.

Unit 4 - Food Issues, Challenges and Futures
In this Unit students will develop an understanding of a range of food issues including sustainability, ethical food choices and contemporary food fads and diets. They will investigate farming practices, developing food technologies and the challenges that face Australia related to food security, safety and wastage.

Assessment
Across all units there are a range of assessment tasks learning activities including practical work, tests, written reports, evaluations, oral presentations etc. In Units 1 and 2 there are end of Semester Exams.

Unit 3 School assessed coursework - 30%
Unit 4 School assessed coursework - 30%
End of year examination - 40%

Additional Costs: $240.00
** Students will only be accepted into this course once the materials fee is paid in full

Subject: Cert. II in Kitchen Operations (at Emerald S.C.)

Description:
In this course you will gain the practical skills that are needed to work in a commercial kitchen. Food preparation and presentation as well as basic cooking methods are taught which will help you gain employment in the hospitality industry. Hospitality is a very diverse people orientated industry where there is an opportunity to undertake an interesting and varied career.

Please Note: This course runs at Emerald Secondary College from 2pm - 5pm on Wednesdays

Pathway:
TAFE: Certificate III in Hospitality (Commercial Cookery); Certificate IV in Hospitality (Commercial Cookery); Diploma of Hospitality / Diploma of Management
University Options: Bachelor of Management; or Bachelor of Commerce; or Bachelor of Business

Assessment
Year 1 - Units of Competence/Assessment
• Use hygienic practices for food safety
• Participate in safe work practices
• Use food preparation equipment
• Prepare dishes using basic methods of cookery
• Clean kitchen premises and equipment
• Maintain the quality of perishable items
• Work effectively with others
• Show social and cultural sensitivity
• Source and use information on the hospitality industry

Year 2 - Units of Competence/Assessment
• Prepare appetisers and salads
• Prepare stocks, sauces and soups
• Prepare vegetable, fruit, egg and farinaceous dishes
• Use cookery skills effectively
• Prepare poultry dishes

VCE: Students who complete the Certificate II in Hospitality (Kitchen Operations) will be eligible for two units at Unit 1 –2 and a Unit 3–4 sequence credit towards their VCE. Students wishing to receive an ATAR contribution for VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Additional Costs: $550.00 (includes kit with chefs uniform and knives)
** Students will only be accepted into this course once the materials fee is paid in full

Subject: Information Technology

Prerequisites

Description:
This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use.

Learning Focus:

Unit 1 - I.T. in Action
This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates and entertains.

Unit 2 - I.T. Pathways
The unit focuses on how individuals and organizations use ICT. Students acquire and apply a range of knowledge and skills to create solutions, including those that have been produced using programming or scripting language, to meet users needs.

Unit 3 - I.T. Applications
This unit focuses on the world wide web and how it supports the information needs of individuals, communities and organizations. Students will also look at relational database management systems.

Unit 4 - I.T. Applications
This unit focuses on how ICT is used by organizations to solve ongoing information problems and on the strategies to protect the integrity of data and security of information. Students will create solutions to information problems using either a relational database management system or a spreadsheet. Students apply the problem solving stages when solving information problems.

Unit 3 - Software Development
This unit focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language.

Unit 4 - Software Development
This unit focuses on how the information needs of individuals, organizations and society are and can be met through the creation of purpose-designed solutions in a networked environment.

Assessment:
Unit 1 and 2

Unit 3: School assessed Coursework - 25%
Unit 4: School assessed Coursework - 25%
End-of-year examination - 50%

Additional Costs: $20.00