Year 10 Administrative & Course Handbook

2016
Dear Student, Parent/Guardian,

This handbook has been developed to assist you in the selection of your studies in Year 10.

The Year 10 curriculum offers a diverse range of subjects, allowing students to undertake a general course of study or begin to specialise and gain valuable knowledge for their VCE studies. In Year 10, students will study core units of English, Mathematics and Physical Education and elective units from Science, LOTE, Humanities, Health & PE/Sport, Technology and The Arts.

Our College is encouraging all capable Year 10 students to apply to undertake a VCE Unit 1 and Unit 2 study. This recommendation is to prepare our students even more adequately for their full VCE program in Year 2014. Year 10 students will be given the opportunity to study a VCE Unit 1 and 2 subject, thus giving them an invaluable experience and insight in the VCE program.

In addition to an Information Evening where the Year 10 curriculum program will be explained, all Year 10 students will be course counselled by the House Cluster Leaders and the Pathways counselling team.

This handbook offers two parts of course descriptions. The first part is on Year 10 courses and the second part of the handbook is on course description of the VCE studies offered to Year 10 students in 2015.

Parents/Guardians requiring additional information or discussion should contact your son/daughter’s Cluster Leader at the College on 9727 8100.

Yours sincerely,

GRANT OLARENSHAW
Year 10 Teaching & Learning Leader
& Head of Red House

SIMON REID
Principal
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMOTIONAL POLICY</td>
<td>6</td>
</tr>
<tr>
<td>MATTERS for YOUR CONSIDERATION!</td>
<td>7</td>
</tr>
<tr>
<td>UNIFORM</td>
<td>8</td>
</tr>
<tr>
<td>REPORTING AND ASSESSMENT</td>
<td>9</td>
</tr>
<tr>
<td>WORK EXPERIENCE PLACEMENTS - YEAR 10</td>
<td>9</td>
</tr>
<tr>
<td>YEAR 10 COURSE OFFERINGS</td>
<td>10</td>
</tr>
<tr>
<td>MAP (Mooroolbark Alternative Program)</td>
<td>11</td>
</tr>
<tr>
<td>MAP English</td>
<td>11</td>
</tr>
<tr>
<td>MAP Maths</td>
<td>11</td>
</tr>
<tr>
<td>MAP Crossroads</td>
<td>11</td>
</tr>
<tr>
<td>Personal Development</td>
<td>11</td>
</tr>
<tr>
<td>Additional Units</td>
<td>12</td>
</tr>
<tr>
<td>ARTS</td>
<td>13</td>
</tr>
<tr>
<td>Visual Arts – FINE ART – Elective Unit</td>
<td>13</td>
</tr>
<tr>
<td>VISUAL ARTS – CONTEMPORARY ART - eLECTIVE UNIT</td>
<td>14</td>
</tr>
<tr>
<td>Visual Arts - CERAMICS – Elective Unit</td>
<td>14</td>
</tr>
<tr>
<td>Visual Arts – MEDIA – Elective Unit</td>
<td>15</td>
</tr>
<tr>
<td>Visual Arts – PHOTOGRAPHY - Elective Unit</td>
<td>15</td>
</tr>
<tr>
<td>Visual Arts – VISUAL COMMUNICATION DESIGN – Elective Unit</td>
<td>16</td>
</tr>
<tr>
<td>Visual Arts – VISUAL COMMUNICATION Design - Digital – Elective Unit</td>
<td>16</td>
</tr>
<tr>
<td>Performing Arts – THEATRE STUDIES (Drama) – Elective Unit</td>
<td>17</td>
</tr>
<tr>
<td>Performing Arts – MUSIC PERFORMANCE – Unit 1 – Elective Unit</td>
<td>17</td>
</tr>
<tr>
<td>Performing Arts – MUSIC PERFORMANCE – UNIT 2 – Elective Unit</td>
<td>18</td>
</tr>
<tr>
<td>CAREERS</td>
<td>19</td>
</tr>
<tr>
<td>CROSSROADS – Compulsory Unit</td>
<td>19</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>20</td>
</tr>
<tr>
<td>ENGLISH – Compulsory Unit</td>
<td>20</td>
</tr>
<tr>
<td>LITERATURE – Elective Unit</td>
<td>21</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>22</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION – Compulsory Unit</td>
<td>22</td>
</tr>
<tr>
<td>HEALTH &amp; HUMAN DEVELOPMENT – Elective Unit</td>
<td>22</td>
</tr>
<tr>
<td>TALENTED SPORT PROGRAM (TSP) - elective unit by application</td>
<td>23</td>
</tr>
<tr>
<td>LEADERSHIP DEVELOPMENT – Elective Unit</td>
<td>23</td>
</tr>
<tr>
<td>OUTDOOR EDUCATION – Elective Unit</td>
<td>24</td>
</tr>
<tr>
<td>SPORT &amp; RECREATION – Elective Unit</td>
<td>24</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>25</td>
</tr>
<tr>
<td>HISTORY – AUSTRALIA AND THE MODERN WORLD – elective unit</td>
<td>25</td>
</tr>
<tr>
<td>BUSINESS STUDIES – Elective Unit</td>
<td>25</td>
</tr>
<tr>
<td>PEOPLE AND THE PLANET – Elective Unit</td>
<td>26</td>
</tr>
<tr>
<td>SMALL BUSINESS ACCOUNTING – Elective Unit</td>
<td>26</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 10 GERMAN</td>
<td>27</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 10 ADVANCED MATHEMATICAL METHODS</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 10 GENERAL MATHEMATICS</td>
<td>29</td>
</tr>
</tbody>
</table>
YEAR 10 FOUNDATION MATHEMATICS ........................................................................................................... 30
SCIENCE ................................................................................................................................................................. 31
YEAR 10 BIOLOGY – Elective Unit ........................................................................................................................ 31
YEAR 10 CHEMISTRY – Elective Unit ................................................................................................................ 32
YEAR 10 PHYSICS – Elective Unit .................................................................................................................... 33
YEAR 10 PSYCHOLOGY – Elective Unit ................................................................................................................ 34
YEAR 10 CHEMISTRY & PHYSICS – Elective Unit ............................................................................................ 35
YEAR 10 MICROBIOLOGY AND PSYCHOLOGY – Elective Unit ......................................................................... 36
TECHNOLOGY ......................................................................................................................................................... 37
YEAR 10 FASHION AND DESIGN – Elective Unit ................................................................................................. 37
YEAR 10 FOODS – Elective Unit ....................................................................................................................... 38
Year 10 FOODS MASTER CLASS – Elective Unit – by application .................................................................. 39
YEAR 10 METALWORK – Elective Unit ............................................................................................................. 40
YEAR 10 PLUMBING – Elective Unit ................................................................................................................ 40
YEAR 10 WOOD DESIGN – Elective Unit ........................................................................................................... 41
YEAR 10 SYSTEMS TECHNOLOGY – Elective Unit .......................................................................................... 41
YEAR 10 COMPUTER PROGRAMMING – Elective Unit .................................................................................... 42
YEAR 10 INFORMATION TECHNOLOGY – Elective Unit ................................................................................ 42
VCE UNIT 1 & 2 COURSE DESCRIPTIONS ........................................................................................................ 43
REQUIREMENTS FOR SATISFACTORY COMPLETION OF A VCE UNIT ............................................................ 43
VCE ARTS ................................................................................................................................................................. 44
VCE UNIT 1 & 2 THEATRE STUDIES – Elective Unit ....................................................................................... 44
VCE PHYSICAL AND SPORT EDUCATION ........................................................................................................ 45
VCE 1 & 2 PHYSICAL EDUCATION – Elective Unit ......................................................................................... 45
VCE UNIT 1 & 2 HEALTH & HUMAN DEVELOPMENT – Elective Unit ............................................................ 45
VCE UNIT 1 & 2 OUTDOOR & ENVIRONMENTAL STUDIES – Elective Unit ..................................................... 46
VCE HUMANITIES ................................................................................................................................................. 47
VCE UNIT 1 & 2 GEOGRAPHY – Elective Unit ................................................................................................... 47
VCE UNIT 1 & 2 HISTORY – Elective Unit .......................................................................................................... 47
VCE UNIT 1 & 2 LEGAL STUDIES – Elective Unit ............................................................................................ 48
VCE UNIT 1 & 2 BUSINESS MANAGEMENT – ELECTIVE UNIT ..................................................................... 49
VCE SCIENCE ......................................................................................................................................................... 50
VCE UNIT 1 & 2 BIOLOGY – Elective Unit ........................................................................................................ 50
UNITS 1 & 2 - ENVIRONMENTAL SCIENCE - ELECTIVE UNIT ........................................................................ 51
VCE UNIT 1 & 2 PSYCHOLOGY – Elective Unit ................................................................................................... 51
VCE TECHNOLOGY ................................................................................................................................................. 52
VCE UNIT 1 & 2 PRODUCT DESIGN & TECHNOLOGY – Elective Unit ............................................................... 52
VCE UNIT 1 & 2 COMPUTING – Elective Unit .................................................................................................... 53
VCE UNIT 1 & 2 SYSTEMS ENGINEERING – ELECTIVE UNIT ......................................................................... 54
VCE MATHEMATICS ............................................................................................................................................... 55
VCE GENERAL MATHEMATICS UNITS 1 & 2 - Elective Unit ............................................................................ 55
VET .............................................................................................................................................................................. 56
PROMOTIONAL POLICY

POLICY:
- Mooroolbark College automatically promotes students each year provided they have satisfactorily completed the majority of semester units studied during the whole year (and at least one unit of English at Year 10). When this is not the case, an individual counselling approach is implemented.

GUIDELINES:
- The focus of individual counselling is ‘which of the identified pathways options will provide the student with the best chance of success taking into account their particular needs or abilities.’
- At Mooroolbark College, student promotion to the following year level is monitored by the House Teams. They will work in close cooperation with the Pathways Team, classroom teachers, students and families. Parents will have input into any recommendation regarding their child’s promotion.
- The College considers the following key criteria for promotion:
  - Attendance
  - Completion of work
  - Standard of work completed
- Students cannot be promoted into VCE unless they have completed the majority of units satisfactory in Year 10 including the satisfactory completion of at least one unit of English.
- Non-promotion is not used as a discipline procedure.

IMPLEMENTATION:
- Classroom teachers and/or relevant college staff will inform students and their parents if they are not meeting the above key criteria.
- Students who are not automatically promoted will be interviewed, usually with their parents, and all relevant details identified and taken into account.
- The House Teams will receive a copy of each student’s S/N and VELS summary report for analysis, provided by the Reports Coordinator.
- Classroom teachers will monitor student attendance using Day Map and their own attendance rolls and inform House Coordinators if students fall under the 90% attendance requirement (Years 7 – 10 & VCAL) and 95% attendance requirement (VCE).
- The House Team will review the promotion of any student in Year 7 to 9 who have not satisfactorily completed a majority of semester based units including two units of English.
- The House Coordinators will review the promotion of all Year 10 students who have not satisfactorily completed Semester one of English and/or the majority of units in semester one. A support group meeting will be called to review the progress of the student in this situation.
- The parents/guardians of all Year 10 students who do not satisfactorily complete one or more units at the end of semester one will receive correspondence explaining the promotion policy into Year 11 VCE.
- A proposal from parents that their child repeat a year will be considered on its merits using the criteria outlined above.

BASIS OF DISCRETION:
- When making decisions whether to retain students the long-term academic benefit of the student and the student's welfare needs must be taken into consideration.

EVALUATION:
- This policy will be reviewed as part of the school's four-year review cycle.
HOMEWORK
To obtain the most benefit from schooling, each student needs to spend some time on homework and home study.

HOMEWORK includes definite additional tasks set by teachers to be completed at home, completion of unfinished assignments commenced at College and completion of notes and other work missed during absence from classes and/or College.

HOME STUDY includes following up, practising, learning and consolidating classwork.

Both homework and home study are necessary to develop responsible attitudes towards the use of time and to develop effective work habits.

It is suggested that the average amount of homework/home study per weeknight at Year 10 should be 2 hours.

YEAR 10 SEMESTER EXAMINATIONS
Students at Year 10 will sit for examinations in all subject areas.

COLLEGE PLANNER
All students must have the ‘Mooroolbark College’ Planner. This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. Remember, this Planner is a means of communication between the home and the College. Parents are encouraged to make use of the Planner to communicate with staff on a range of issues including homework and progress of their child.

COLLEGE CHARGES
There is a General Charge for the Year 10 Program, however, some subjects or units elected by students will incur an additional charge to cover the costs of purchasing specialist materials specific to the chosen object(s) or unit(s).

The Curriculum and Materials charges for each unit are an approximate cost based on 2013 figures. These charges are subject to change. During course confirmation in December, these Curriculum and Material charges will be due before courses can be confirmed.

Involvement in co-curricula activities such as excursions, camps, outdoor education and instrumental music lessons, will require students to pay an additional charge.
<table>
<thead>
<tr>
<th></th>
<th>Girls - Summer</th>
<th>Boys - Summer</th>
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<tbody>
<tr>
<td><strong>Dress</strong></td>
<td>Mooroolbark College dress</td>
<td>Shorts &amp; Polo Shirt</td>
</tr>
<tr>
<td><strong>Shorts &amp; Polo Shirt</strong></td>
<td>Tailored navy blue shorts and white polo shirt with College logo</td>
<td>Tailored navy blue shorts</td>
</tr>
<tr>
<td><strong>Jumper</strong></td>
<td>Navy blue College jumper with logo or College rugby jumper</td>
<td>Jumper</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>Plain white socks that cover the ankle or knee length</td>
<td>Socks</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Black polishable lace up or buckled school shoes</td>
<td>Shoes</td>
</tr>
<tr>
<td><strong>Girls - Winter</strong></td>
<td>Mooroolbark College tartan skirt (Douglas tartan)</td>
<td>Trousers</td>
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<tr>
<td><strong>Trousers</strong></td>
<td>Navy blue trousers</td>
<td>White College polo shirt</td>
</tr>
<tr>
<td><strong>Polo Shirt</strong></td>
<td>White College polo shirt (A white plain long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)</td>
<td>White College polo shirt (A white plain long sleeve business style shirt (Year 11 and 12 only)</td>
</tr>
<tr>
<td><strong>Shirt</strong></td>
<td>A plain white long sleeve business style shirt (Year 11 and 12 only)</td>
<td>Jumper</td>
</tr>
<tr>
<td><strong>Jumper</strong></td>
<td>Navy blue College jumper with logo or College rugby jumper</td>
<td>Socks</td>
</tr>
<tr>
<td><strong>Stockings</strong></td>
<td>Plain black or navy blue stockings or tights (Matching ankle socks may be worn over the top of stockings for warmth)</td>
<td>The College jacket is the only permissible jacket to be worn. Year 12 students may wear the customised jackets</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>White socks that cover the ankle or knee length</td>
<td>Shoes</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Black polishable lace up or buckled school shoes</td>
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</tr>
<tr>
<td><strong>Scarfes</strong></td>
<td>Plain scarves in navy, white, dark green, black or Douglas tartan</td>
<td>Scarves</td>
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</table>

**Note:** Summer and winter uniform may not be combined. It is recommended that a plain navy cap be worn whenever a student is outside. No hats/caps are to be worn inside; they are to be stored in lockers during class time.

**PE/Sports Uniform**

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td>Navy and green College sports polo shirt</td>
</tr>
<tr>
<td>Shorts</td>
<td>Mooroolbark College navy sports shorts</td>
</tr>
<tr>
<td>Tracksuit pants</td>
<td>Navy or Black tracksuit pants or black leggings</td>
</tr>
<tr>
<td>Shoes</td>
<td>Lace up sports shoes</td>
</tr>
<tr>
<td>Jumper</td>
<td>College Rugby Jumper</td>
</tr>
<tr>
<td>Hat</td>
<td>A plain navy hat must be worn terms 1 &amp; 4</td>
</tr>
<tr>
<td>Additional items</td>
<td>It is recommended that all students bring a drink bottle, sunscreen and a mouth guard to all sports classes/activities</td>
</tr>
</tbody>
</table>
Student progress is carefully monitored at all levels at Mooroolbark College. Opportunity for direct feedback is given at least once per term. Term 1 and Term 3 Interim Reports are issued and Parent Teacher Interviews are scheduled providing parents with the opportunity to discuss student progress directly with staff. We strongly urge parents/guardians to attend the interview evening. At the conclusion of each semester, students receive their formal written reports and once again there is an opportunity to contact specific staff should there be any queries or concerns.

ATTITUDES AND BEHAVIOURS
Parents/Guardians are provided with details regarding the student’s approach to each individual study. The various items focus on the study habits, which are associated with successful learning. Students should be aiming for consistency across all of these.

COURSE REQUIREMENTS
These are the tools through which learning takes place. The course requirements are directly associated with successful completion of the unit of study and do not reflect the academic level of achievement in the particular area of study.

ASSESSMENT TASKS
Assessment tasks are designed to assess differing aspects of student performance in each study area. They are directly related to content being taught and are generally the product, or part of the product of one or several Course Requirements. The Assessment Tasks can range from projects, reports and products through to tests and examinations and are used to determine the final VELS grade.

INDIVIDUAL LEARNING IMPROVEMENT PLAN
These written comments allow staff to discuss areas of progress. It also allows for discussion of possible strategies to improve performance.

WORK EXPERIENCE PLACEMENTS - YEAR 10

Students at Year 10 are required to participate in one week work experience program scheduled for the last week of Semester One.

AIMS OF WORK EXPERIENCE:

1. To increase a student's understanding of the work environment
2. To develop self-knowledge and self confidence
3. To provide:
   • work education and training
   • an opportunity to explore employment and career options
   • an integrated focus for student learning
   • data for classroom learning
   • an opportunity for students to apply, and see the relevance of, skills taught at school
   • an opportunity for students and employers in industry to experience an exchange of ideas
   • valuable experience on which to base future career related decisions

Students are required to undertake Occupational Health and Safety Training prior to their work experience placement.
STANDARD YEAR 10

English (all year)  Mathematics choice (all year)  Crossroads (all year)  Physical Education (semester unit)  One unit from Science
Two units from either Arts, Humanities & Technology  Four free choices from any area.

OPTION 2 - MAP (Mooroolbark Alternative Program)

English  Mathematics  Crossroads  Personal Development  VET Programs  Four Year 10 Units

ARTS

Fine Art
Contemporary Art
Theatre Studies
Ceramics
Media
Music Performance
Music Performance & Recording
Studio Arts - Photography
Visual Communication Design
Visual Communication Design - Digital

LANGUAGE

German

CAREERS

Crossroads

ENGLISH

Crossroads

English
Literature

HUMANITIES

Crossroads

History – Australia & the Modern World
People and the Planet
Small Business Accounting
Business Studies

TECHNOLOGY

Systems Technology
Fashion & Design
Foods
Foods Master Class
Information Technology
Computer Programming
Metalwork
Plumbing
Wood Design

HEALTH/PE

Physical Education
Health & Human Development
Talented Sport Program (Elective unit by Application)
Leadership Development
Outdoor Education
Sport and Recreation

SCIENCE

Biology
Chemistry
Physics
Psychology
Chemistry & Physics
Microbiology & Psychology

MATHEMATICS

Advanced Mathematical Methods
General Mathematics
Foundation Mathematics

VCE SUBJECTS

A VCE Subject is studied all year and is therefore counted as two choices.

Theatre Studies
Geography
History
Legal Studies
Biology
Psychology
Health & Human Development
Physical Education
Outdoor and Environmental Studies
Product Design & Technology
Computing
Systems Engineering
General Mathematics
VET Cluster subject

NB All the subjects that are bold are compulsory
**MAP (MOOROOLBARK ALTERNATIVE PROGRAM)**

This is a challenging program with a vocational nature for students who are planning to pursue work or TAFE or who may be planning a VCAL program in Years 11 & 12. This program rules out a pathway into VCE unless the student completes a standard Year 10, but is not the recommended option.

An applied learning environment will be adopted as part of the program.

### MAP ENGLISH

This unit will specifically look at the English skills, specifically those needed to gain employment and to function in various work environments.

Approximate essential education cost: $20.00

### MAP MATHS

Maths will allow students to develop the mathematical skills used in the work place. Students will develop skills in budgeting and spreadsheet skills.

Approximate essential education cost: $30.00

### MAP CROSSROADS

This unit will support students in their pathways plan, identify learning styles and effective study skills. It will provide information on a variety of post school options and Pathways. Understand the world of work and lifelong learning.

Approximate essential education cost: $45.00

### PERSONAL DEVELOPMENT

This unit concentrates on building the team work skills of students through exploring the personal development needs of each student including health and lifestyle. Students will be required to participate in team projects.

Approximate essential education cost: $30.00
Each student will enrol in two Year 10 Units (1 per semester) from a limited list TBA.

VET certificate – One day per week (i.e. building, hospitality)
Refer to the Yarra Valley VET Cluster - Summary Sheet

**Also built into the program**

Work Experience/Work Placement (One Day Per Week) Industry Visit each term
Assessment (except Year 10 Units and VET Certificate)
Competency based assessment will be used to assess the MAP core units
  - Projects
  - Case Studies
  - Practical Tasks
  - Written Tasks
  - Verbal Tasks

**ENROLMENT INTO THE PROGRAM IS BY APPLICATION.**
In the Arts an extensive and exciting program is offered to provide students with the opportunity to develop an interesting and well-balanced educational program. If you are intending to study Theatre Studies at VCE, then it is advisable to choose Drama at Year 10. Students who are passionate about the Arts will have the opportunity to do both units for the year or select the unit they desire. The units will offer a full year for those who are interested and exclusive of the other unit.

**Visual Arts**
- Fine Art
- Contemporary Art
- Ceramics
- Media
- Studio Arts – Photography
- Visual Communications Design
- Visual Communication Design – Digital

**Performing Arts**
NOTE:
Instrumental/Vocal lessons should be considered if you intend to study VCE Music Performance.
Music Performance and/or Music Performance Recovering
Theatre Studies

| An Essential Education Cost of $25.00 applies to this unit. (Approximate) |

**VISUAL ARTS – FINE ART – ELECTIVE UNIT**

**INTRODUCTION**
Do you like drawing and painting? Then this is the subject for you. Learn drawing techniques from history and colour mixing techniques to create paintings and artworks in different styles.

**SKILLS**
- Observation
- Painting
- Finishing
- Manipulation
- Designing drawing
- Presenting
- Analysing art works

**CATs**
- Practical Folio
- Final Artworks
- Written Theory
- Examinations

| An Essential Education Cost of $25.00 applies to this unit. (Approximate) |
## VISUAL ARTS – CONTEMPORARY ART - ELECTIVE UNIT

Not so good at drawing and painting? That’s okay. You can still create artworks using alternative methods. Contemporary Art is about making art from different materials in non-traditional ways. Explore innovative and exciting ways that artists of today are using to express ideas and messages.

### SKILLS

| Observation | Manipulation |
| Drawing | Designing and Exploring |
| Painting | Presenting |
| Construction | Analysing art works |
| Evaluating | Presenting and Resolving |

### CATs

| Practical Folio | Written Theory |
| Final Artworks | Examinations |

An Essential Education Cost of $25.00 applies to this unit. (Approximate)

## VISUAL ARTS - CERAMICS – ELECTIVE UNIT

Note: It is recommended, although not a pre-requisite, that any student wishing to undertake this course has completed a semester of basic hand building ceramics in Year 9. It is recommended that any student undertaking a semester at year 10 to continue the subject in Studio Arts - Ceramics at Year 11.

If you’ve ever enjoyed playing in the mud, look no further. Ceramics can offer you an opportunity to use your artistic skills to make an array of utilitarian and sculptural pieces that you can be proud of. Ceramics is the perfect progression for those students who have enjoyed the Arts but would like to try something new, as well as a wonderful alternative for those among you who find other mediums a challenge. Students will be required to design and build a set amount of pieces from a set curriculum, as well as being offered the opportunity to work on the pottery wheel. Written research assignments, work sheets and extensive designing are also an important requirement for the successful completion of this course. So come and get your hands dirty and design, sculpt and construct a myriad of aesthetically appealing and useful pieces that you can treasure forever.

### SKILLS

| Observing | Designing |
| Finishing | Manipulation |
| Presenting | Sculpting |
| Drawing | Building |
| | Analysing art works |

### CSATs

| Preliminary designs | Final Artwork |
| Written/Theory work | Examination |

An Essential Education Cost of $45.00 applies to this unit. (Approximate)
VISUAL ARTS – MEDIA – ELECTIVE UNIT

INTRODUCTION
Are you counting down the days until the next Marvel or Star Wars film? Do you often greet your friends with “Did you watch (insert favourite tv show here) last night? Do you love playing video games? Are you addicted to Facebook and Social Media? If so, THIS subject is for you!

Media is the study of our society’s media, in all its forms. Media includes film, television, newspapers, journalism, animation, gaming, music and radio.

The course involves studying films and how they tell a story and engage their audiences. There is also a practical component of this course, where we will create film posters using Photoshop, claymations and a short film (no you don’t have to be in font of the camera if you won’t want to).

The course is strongly recommended for students who are considering studying VCE Media.

Skills
Researching
Preparing layout designs
Preparing storyboards
Use of camera and editing equipment
Analysing written and visual media
Film Production

CATs
Practical Folio
Theory Work
Examination

An Essential Education Cost of $30.00 applies to this unit. (Approximate)

VISUAL ARTS – PHOTOGRAPHY - ELECTIVE UNIT

It is advisable for students to complete this unit of photography if they want to continue with VCE Studio Arts: Photography.

INTRODUCTION
Have you wondered how a photographic print is made in the darkroom? Well if you want to mix science and art and learn how to produce your own negatives in black and white film and produce prints, this is a subject you will enjoy.

You need to be mature enough to manage technical equipment and chemicals in a responsible manner and want to learn how to take creatively designed photographs. You will learn skills with a digital camera and techniques in Photoshop. You will also learn about how photographic artists make their artworks and how you analyse and talk about them. This theory work supports all that you produce in the practical area, and is assessed by a one -hour exam at the end of the semester, as well as all the notes taken in class.

Skills
Design and Composition
Developing Black and White film
Darkroom and Digital Printing
Use and care of digital and film cameras
Mounting and presentation techniques
Photoshop techniques
Analysing photographs
Research

CATs
Artworks/Digital & Film
Research and analysis tasks
Examination

Design process (Visual Diary)

An Essential Education Cost of $40.00 applies to this unit. (Approximate)
INTRODUCTION

What do Graphic, Industrial, Product and Environmental designers do? How do they get their inspiration? Students will follow the design process from the design brief through to final presentations for a variety of tasks. Want to learn how to create three dimensional images and design? Want to be able to draw using instruments? Then Visual Communication Design is for you.

Students will explore a range of designers and their artworks to analyse and evaluate them in relation to their use and the context. This knowledge will be used to develop skills, techniques and methods of design in practical tasks, as well as for theory purposes.

Skills
Freehand drawing
Rendering
Instrumental drawing

Concept drawing
Final Presentations

CATs
Technical Drawing & Design Process
Written Annotation
Examination

Refining of Designs and Final Presentations

An Essential Education Cost of $35.00 applies to this unit. (Approximate)

INTRODUCTION

Ever wondered what software professional designers and architects use? Want to learn how to use that same software to create wonderful and professional looking designs? Then VCD Digital is for you.

Students will explore a range of uses for various software applications, such as Archicad, illustrator, photoshop and InDesign. This knowledge will be used to create a folio of work and final presentation that displays a solid understanding of the software and the design elements and principles needed to resolve a design outcome.

Skills
Visualisation drawing
Refining ideas.

Design process.
Final presentations.
Use of design software

CATs
Examination
Environmental design.
Visual design
Written annotation/evaluation.

An Essential Education Cost of $35.00 applies to this unit. (Approximate)
INTRODUCTION
What do Jim Carrey, Johnny Depp, Cate Blanchett, Angelina Jolie and Miss Piggy have in common? They all completed drama classes at school. This unit focuses on acting and performance skills, particularly physical - mime, movement, voice and character role play. These are the very skills that allow these great actors to convince you that they are the characters they portray. (Miss Piggy acted so well, I thought she was actually a puppet and not a real person!!) If you want the opportunity to work creatively with others and develop performance skills, then this class is for you.

Skills
Improvisational skills developed to a high level
Physical/body language awareness
Ability to interpret text

CATs
Examination
Development of Character and Performance Skills
Scripted Public Performance
Assignment Journal/Workbook

An Essential Education Cost of $15.00 applies to this unit. (Approximate)

INTRODUCTION
Do you dream of being the winner of the X Factor? We will provide a wide variety of activities to help you obtain your musical goal. You can perform either as a soloist or in a group on your chosen instrument. Spend time perfecting your program and develop skills in the art of performing to an audience. You will also learn to read, write and listen to music and uncover the History of Australian Popular Music.

Skills
Instrumental/vocal performance
Theory / Aural comprehension
Listening Analysis

CATs
Solo & Group Performance
Theory & Aural work
Listening Analysis
Examination

NOTE:
It is advisable that students complete at least one unit of Music at Year 10 if they wish to study VCE Music Performance. Instrumental/Vocal lessons is highly recommended. Students are required to provide their own guitar/microphone leads if they wish to use the school's amplifier/P.A. system.

An Essential Education Cost of $40.00 applies to this unit. (Approximate)
INTRODUCTION
This course will offer you the opportunity to further develop playing skills on your chosen instrument. You will also have the chance to learn how to use the recording studio. You will learn to improvise. This is a great introduction to VCE Music Performance.

Skills
- Instrumental/vocal performance
- Aural comprehension
- Music technology

- Improvisation
- Theory/composition/arranging

CATs
- Performance
- Theory / Aural work
- Examination

- Improvisation

NOTE:
It is advisable that students complete at least one unit of Music at Year 10 if they wish to study VCE Music
Instrumental/Vocal lessons should is highly recommended. Students are required to provide their own guitar/microphone leads if they wish to use the school’s amplifier/P.A. system.

An Essential Education Cost of $40.00 applies to this unit. (Approximate)
INTRODUCTION
Crosswords is a compulsory subject for year 10s to be run throughout the year. It will link together with the students MIPs (Manage Individual Pathways) to further enhance their knowledge to make wiser career choices in the future.

LINKS WITH VELS (under Economics)
Level 6
Students learn about the relationship between education, training and work options. They develop and apply appropriate knowledge, skills and behaviours for transition to employment and/or further education and training. They learn about enterprise skills and attributes and how enterprise and innovation affect the economy, society and environment.

Students analyse vocational pathways and education and training requirements and identify possible career paths and opportunities. They demonstrate skills required for moving from school to employment or further education.

Topics to be studied include:
- Personal Skills and Learning Styles
- Goal setting
- SAFE@WORK
- Work Experience
- Job Guide
- Study Skills
- Resume writing/Cover letters
- Career Voyager
- Course Counselling/Selection
- Mock interviews

Course Requirements:
- Class work/Workbook
- Practical Exercises
- Research Tasks
- Work Experience

Assessment Tasks:

The course is Competency based (i.e Pass/Fail)
- Workbook
- Practical Exercises
- Research Tasks
- Assignments

An Essential Education Cost of $45.00 applies to this unit. (Approximate)
INTRODUCTION

This course is designed to assess and improve current skill levels, and to introduce new skill areas for Year 10 students. Reading, writing mechanics, speaking and listening skills are emphasised.

SKILLS

- Completing a variety of written tasks for a range of audiences and purposes incorporating vocabulary, spelling, punctuation, editing and drafting skills.
- Studying and analysing a variety of texts (including novels, poetry, newspapers, magazines, film) and responding in a variety of styles.
- Undertaking issues based work involving recognition and use of argumentative techniques.
- Developing listening and speaking skills via formal and informal situations.

Course Requirements

- Reading Activities
- Writing Activities
- Text Response

Assessment Tasks

- Text Response
- Creative Writing
- Response to Issues
- Oral Presentation
- Coursework Activities

An Essential Education Cost of $20.00 applies to this unit. (Approximately)
INTRODUCTION
This is an elective course taken in Year 10 for one semester. Students who choose this course should enjoy reading and be prepared to read a substantial amount of material.

SKILLS AND CONTENT
During the semester length course students will be required to:
- Read a novel chosen by the teacher for all of the class to write about and discuss.
- Develop skills in text response writing.
- Read fiction of student’s own choice.
- Maintain a reading journal in which responses to material read are recorded.
- Study excerpts from plays and poetry.
- Study a film and complete written work.

Students are required to read To Kill a Mockingbird by Harper Lee and view the film version of the story. They should also read at least two more novels of their own choice, recording responses in the reading journal. Students will view a film and analyse the themes and characters in the story. Finally, students will read poetry and excerpts from plays.

WRITING
Students will write regularly in the reading journal and complete a variety of written exercises on To Kill a Mockingbird, Dead Poets Society and excerpts from Shakespeare’s plays.

TEXT TO BE STUDIED
To Kill a Mockingbird – Harper Lee
Films as selected by teacher
Poetry as selected by teacher

ORAL LANGUAGE
Students will be encouraged to develop speaking and listening skills according to VELS guidelines. When assessing this area, participation in class and group discussions, listening and speaking skills should be considered. These may be assessed via formal or informal means.

COURSE REQUIREMENTS
Reading / Reading Journal
Written Text Response
Oral Text Response

An Essential Education Cost of $15.00 applies to this unit. (Approximate)
HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION – COMPULSORY UNIT

INTRODUCTION
Physical Education is a compulsory subject for all students. The program is a consolidation and extension of the previous year’s programs in accordance with the VELS which encourages effective participation in physical activity in both individual and team pursuits.

Within the theory structure students will also cover government initiatives, human anatomy and skill acquisition, plus look at social dangers of drugs, driving and alcohol.

SPECIAL REQUIREMENTS
Active participation
Medical certificate for major illness/injury
Written note if unable to participate

Course Requirements /Assessments
Participation
Theory Tasks

Physical Education / Uniform as per College requirement
Exam
Fitness

An Essential Education Cost of $30.00 applies to this unit. (Approximate)

HEALTH & HUMAN DEVELOPMENT – ELECTIVE UNIT

INTRODUCTION
This course explores the Physical, Mental and Social Health and Development of Human Beings from conception to childhood. Students learn about the biological, behavioural and social factors that impact on our learning and growth as we become the person we are today. Students have the opportunity to experience the “Baby Think It Over” program, where they care for a newborn baby simulator doll for 48 hours. They complete a major research project investigating an area of ethical concern in parenting. The course also covers an understanding of the government and non-government organisations available to support families. The students will develop knowledge and skills that will benefit them in real life, now and in the future. The course is strongly recommended for students who are considering studying VCE Health and Human Development, TAE Certificates in Community or Children’s Services.

SKILLS
Evaluation
Investigation
Interpersonal relationships
Child Care
Communication

Course Requirements
Work Book – Includes class tasks, activities
Class participation
Assignments

Assessment Tasks
Exam
Participation
Assignments, classwork

An Essential Education Cost of $25.00 applies to this unit. (Approximate)
TALENTED SPORT PROGRAM (TSP) - ELECTIVE UNIT BY APPLICATION

INTRODUCTION
A Talented Sports Program (an application based, elective program) that will enable students who are playing at an Elite / Representative Level (or close to) outside of school the chance to put in the extra time needed in a week to further develop themselves in their chosen sport.

The course will run over a full year and take the place of only one elective and their General Physical Education class.

There will be an element of connection with the students Representative Team / local club (community) coach / club, where aspects of outside school competition can be worked on during school time, eg, rehab and recovery, goal setting, data analysis and specific training. Students will need to be meeting certain goals / target areas with all other areas of school community life: C+ average in all other classes, No detentions, involvement in other extra curricula areas of the college, role model / leadership activities. (Depending on training loads outside of school students may be given small opportunities to work towards maintain/enhancing a C+ average within the TSP curriculum).

Main topics covered will be: Recovery and Rehab, Competition - Motivation / Arousal levels / performance enhancing practices, Elite lifestyles – nutrition, sleep, social life, professionalism, etc, Leadership / Goal setting / Dealing with setbacks, Coaching / Feedback, Data analysis, Training, Mentoring – relevant Yr 7, 8 and 9 students.

Assessment Items:
1. CAT 1 - Elite Lifestyles / Goal Setting
2. CAT 2 - Leadership / Coaching / feedback
3. CAT 3 – Training / Data Analysis
4. Participation and Attitude

Excursions / Incursions:
- VIS – Victorian Institute of sport Excursion (Tour) and Incursion (Athlete Visit)
- Elite / Professional Sporting Club environment visit / tour
- Local community facilities for training /Recovery / Rehab
- Possible camp to AIS (Australian Institute of sport – Canberra)

An Essential Education Cost of $100.00 applies to this unit. (Approximate)

LEADERSHIP DEVELOPMENT – ELECTIVE UNIT

INTRODUCTION
This elective is offered in Semester One only. Students participate as group leaders in the Peer Support Program thus being provided with the opportunity to develop their leadership skills. The Peer Support Program’s main aim is to assist Year 7 students in their transition to secondary school. Involvement in the program as a leader encourages tolerance, understanding of others and a sense of responsibility.

SKILLS
Conflict resolution
Communication
Interpersonal relationships

Responding appropriately to group dynamics
Time management
Taking responsibility

Course Requirements
Lesson plans and evaluations
Reflective Journals

Student Profiles & Reports
Assignments

Assessment Tasks
Reflective Journals
Assignments

Test
Demonstration/Development of Leadership Skills

An Essential Education Cost of $10.00 applies to this unit. (Approximate)
OUTDOOR EDUCATION – ELECTIVE UNIT

INTRODUCTION
This elective gives students the opportunity to experience a wide range of outdoor environments and activities. These include Bushwalking, Rock Climbing, Sailing, Kayaking, Bike Riding, Camp Cooking, Surfing, Orienteering, Swimming, Life Saving, Archery, Commando Course, High Ropes and a two night camp at Philip Island. The students will be expected to keep a log book of their experiences.

SKILLS
The students will develop skills in various outdoor activities as well developing skills in goal setting, communication, planning, team building, evaluation and safety.

Course Requirements
Participation
Skill development
Logbook

Assessment Tasks
Participation
Skill development
Logbook

An Essential Education Cost of $230.00 applies to this unit. (Approximate)

SPORT & RECREATION – ELECTIVE UNIT

INTRODUCTION
This is a school based elective designed for the student who wishes to develop knowledge and skills appropriate to the Fitness, Sport and Recreation areas.

Students will investigate the options available for clients in the local community. Fenix and Fernwood/Curves fitness centres and local activity groups will be utilized. The unit will also cover principles of fitness, coaching, working with others, first aid, organization, umpiring and passive play.

This course will benefit those considering studying VCE Physical Education Units 1-4, and Outdoor Education Units 1-4 or those looking at working in the sporting industry. Options to investigate will include Aquatic, Fitness, Outdoor Education and traditional sports.

SKILLS
Working in Teams
Display Leadership
Demonstrate Planning
Show Knowledge of Recreation Options

Umpire
Demonstrate Basic First Aid
Pool Rescue Techniques

Course Requirements
Fitness assessment
Participation
Weekly Practical Reports

Assessment Tasks
Participation
Skill Development
Task Reports

An Essential Education Cost of $75.00 applies to this unit. (Approximate)
HUMANITIES

One unit of Humanities must be studied in either semester one or semester two.

Humanities cover the subjects of Commerce, History and Geography. Students should study these subjects to develop knowledge, skills, values and a corresponding sense of identity. Through understanding their past, their physical environment and the social, democratic and economic fabric of their nation, students gain an understanding of their place in the global community.

HISTORY – AUSTRALIA AND THE MODERN WORLD – ELECTIVE UNIT

INTRODUCTION
This unit provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

AREAS OF STUDY
World War II (1939 – 1945)
Rights and Freedoms (1945 to present)
The Globalising World – Popular Culture (Music – Rock N Roll, Film, Sport, Television)

SKILLS
Research and report on a set topic
Interpret, evaluate and analyse a wide range of primary and secondary sources
Emphasise with people’s experiences from the past
Analyse films and music that are set regarding their relevance to historical events

Course Requirements
Class work
Document Studies
Assessments/Essays
Tests

Assessment Tasks
Class work
Assignments/Essays
Tests
Document Studies
Examination

An Essential Education Cost of $15.00 applies to this unit. (Approximate)

BUSINESS STUDIES – ELECTIVE UNIT

INTRODUCTION
The semester length, elective unit will develop student understanding of the essential role business plays in our modern and complex society. This will include: Effect of financial, economic and legal decisions
Commercial factors which drive societies Interdependence of countries Competition and conflict of various sectors of the economy

TOPICS
Starting a Business International Trade Unemployment and Poverty
The Music Industry Civil Law The Marketing Process

SKILLS
Management skills Communication Skills
Research skills Analysis skills

Course Requirements
Class work
Assignments
Case studies
Tests

Assessment Tasks
Class work
Assignments
Case studies
Tests

An Essential Education Cost of $15.00 applies to this unit. (Approximate)
PEOPLE AND THE PLANET – ELECTIVE UNIT

INTRODUCTION
This unit looks at the way people interact with their environment through a study of developing countries, global wealth and poverty, refugees and Australian living conditions and perceptions. The unit concludes with a study of the Great Barrier Reef and the way in which people manage this valuable resource.

SKILLS
Mapping and graphing
Observation and collection of data
Data interpretation
Investigation and research
Communication and discussion
Computer skills

Course Requirements
Workbook
Practical exercise
Research project
Examination

Assessment Tasks
Workbook
Practical exercise
Research project
Examination

An Essential Education Cost of $15.00 applies to this unit. (Approximate)

SMALL BUSINESS ACCOUNTING – ELECTIVE UNIT

INTRODUCTION
This unit is an introduction to basic bookkeeping for the small business situation. A practical rather than theoretical approach will be taken. Computer applications will be utilised whenever suitable.

TOPICS
Accounting Reports
Cash Books
Petty Cash
Cash Budgets
Accounting for Stock
Bank Reconciliation
Accounting for Non-Current Assets

SKILLS
Use mathematical ideas and techniques
Problem solving
Using technology
Communication Skills
Management skills

Course Requirements
Exercises in accounting (Manual and I.C.T. Applications)
Topic Tests
Case Studies/Assignments

Assessment Tasks
Exercises in accounting (Manual and I.C.T. Applications)
Topic Tests
Case Studies/Assignments
Examination

An Essential Education Cost of $15.00 applies to this unit. (Approximate)
LANGUAGES

Why continue with your Language studies?
The Australian Government encourages students to do so. It stresses that in a global society and market, the learning of a Language other than English is an important and valuable skill. If you successfully complete a Language in VCE Units 3 & 4, you may gain bonus points on your ATAR Score. As only about five percent of VCE students graduate with a Language, this will provide you with a skill few others have and may give you a competitive edge in course selection and in job applications. It is therefore wise for competent students to continue with the study of Language at the Year 10 Level. Students must select both units of the relevant Language to ensure required standards are attained for the study at VCE level.

YEAR 10 GERMAN

INTRODUCTION

Deutsch lernen macht Spaß! (Learning German is fun)

This course encourages students to continue learning German through a number of interesting topics and mediums, including several films. They also write their own German picture story book and a travel brochure to entice young German tourists to Australia. Conversational skills include describing, expressing opinions, likes and dislikes, asking questions and giving directions and advice.

TOPICS

Year 10 Semester 1  Relationships; Careers, Fairytales
Year 10 Semester 2  Travel and Hospitality; Festivals & Traditions

SKILLS

Understand and use language in a range of general and specific topics
Exchange information and express opinions
Produce a variety of text types
Reorganise information into a different form
Understand a variety of grammatical concepts and their application.

Course Requirements

Listening  Writing
Speaking  Assignments
Reading

Assessment Tasks

Listening comprehension tasks  Writing skills tests
Speaking tasks  Assignments
Reading Comprehension tests/tasks

Special Requirements

As no beginners’ course is available at Year 10, students should have successfully completed at least one semester of Year 9 German or be able to demonstrate a comparable standard.

An Essential Education Cost of $15.00 applies to each unit. (Approximate)
Introduction
In the Mathematics Key Learning Area (KLA), we aim that all students:
- Develop useful mathematical and numeracy skills for successful employment and functioning in society.
- Develop abilities to solve practical problems using mathematics.
- Develop an understanding of the role of mathematics in life, society and work.
- Develop specialist knowledge in mathematics that provides for further study.

Compulsory Year 10 Mathematics Subjects
At Year 10, all students must select ONE of the following branches of Mathematics.
- Advanced Mathematical Methods
- General Mathematics
- Foundation Mathematics
YEAR 10 ADVANCED MATHEMATICAL METHODS

This course is designed for those who are confident with their mathematical skill and would be keen to enrol in VCE Specialist Mathematics and/or VCE Mathematical Methods (CAS) in Year 11. This mathematics is designed as a preparatory measure for those students wishing to do Engineering, Science or Higher Level Mathematics at University. Those with a talent and flair for Mathematics should challenge themselves with this subject.

Students who choose Advanced Mathematical Methods should:
- Have confidence in their algebra skills.
- Be committed to work independently and take responsibility for their own learning.
- Ensure they catch up any work whilst absent.
- Submit all work requirements on time, which includes tests, homework, assignments, projects or other tasks set by the class teacher.

Students are required to bring to every class:
- A copy of Jacaranda Maths Quest 10 + 10A for the Australian Curriculum.
- Workbook, pens, pencils, ruler and erasers.

Topics studied include: Advanced algebra and algebraic fractions, factorisation (advanced), solving linear, quadratic and simultaneous equations, applications of index laws and surds, data analysis, graphing linear and quadratic equations, angle properties, circle geometry and geometrical proofs, trigonometric ratios, sine and cosine rules, trigonometric identities and proofs and matrices.

Assessment tasks include: Topic tests, Analysis and Application tasks, Examinations.

An Essential Education Cost of $30.00 applies to this subject.

YEAR 10 GENERAL MATHEMATICS

This course is designed for those who would be keen to enrol in VCE General Mathematics in Year 11 and would be followed by VCE Further Mathematics in Year 12. Only highly competent Year 10 General Mathematics students should consider doing VCE Mathematical Methods (CAS) at Year 11.

In order to be successful in Year 10 General Mathematics, students are expected to:
- To have a copy of the textbook Jacaranda Maths Quest 10+10A for the Australian Curriculum.
- Have a scientific calculator.
- Complete all work requirements on time, which includes tests, assignments, homework and other tasks assigned by the teacher.
- Ask for assistance in class and to take responsibility for their learning.
- Have their textbook, workbook, calculator, pens, pencils, ruler and erasers to every class.
- Catch up on work missed whilst absent.

Topics studied include: Indices, Algebraic fractions, finding unknowns in formulas after substitution, Simple and Compound interest, Probability, Congruent triangles and angle properties, factorising and expanding algebraic expressions, Surface area and Volume, Trigonometry, Simultaneous equations and inequalities.

An Essential Education Cost of $30.00 applies to this subject.
NOTE: This subject can only be selected by recommendation from your current Year 9 teacher, parental approval and extensive course counselling. This is because this subject will affect career choices, pathways and VCE options.

This course is designed for students who have experienced difficulty coping with many aspects of mathematics, which have been studied in previous years. Students will undertake studies which are based on practical and real life applications of Mathematics.

In Year 10 Foundation Mathematics, students are expected to:
- Have a scientific calculator.
- Complete all work requirements on time, which includes tests, assignments, homework and other tasks assigned by the teacher.
- Ask for assistance in class and to take responsibility for their learning.
- Have their textbook (to be confirmed – check booklist), workbook, calculator, pens, pencils, ruler and erasers to every class.

Topics studied include: Using ratios, fractions and percentages in practical applications, using number skills to solve practical problems, estimating and accurately determine measurements such as perimeter, area and volume applying measurement concepts to real-life problems, reading, drawing and interpreting graphs, reading, creating and using maps.

Assessment tasks include: Tests, projects and other tasks assigned by the class teacher.

Elective Year 10 Mathematics Subjects.
In addition, there is also a Mathematics elective choice that students may select in addition to their compulsory Year 10 choice above.
- VCE General Mathematics Units 1 and 2
  - Note: VCE Subjects occupy two “choices” for electives, as they run for the entire year, not just a semester.

An Essential Education Cost of $30.00 applies to this subject.
Year 10 Science is comprised of six elective units, each being one semester in duration. Each student is to choose a minimum of one unit and a maximum of four units for the year. It is strongly recommended that students choose a minimum of two units.

YEAR 10 BIOLOGY – ELECTIVE UNIT

INTRODUCTION
What are living things made of? CELLS! This unit explores: what your body is made of; how cells work together; the differences between animal and plant cells; do plants behave in a similar fashion to us? How humans and plants obtain energy for everyday functions will be investigated. Reproduction of the cells will be studied, including; why do people differ in appearance, what makes us male or female. Students will become confident with using a microscope and be able to make slides of plants and animals. Mutations will be investigated and models of D.N.A. will be studied. This unit is strongly recommended for students intending to study VCE Biology.

Science Inquiry Skills
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

Course Requirements
Practical work
Class work
Assignments/homework

Assessment Tasks
Class work
Practical work
Assignments/homework
Tests
Examination

An Essential Education Cost of $20.00 applies to this unit. (Approximate)
INTRODUCTION
What is everything made of? ATOMS! What does an atom look like? What is inside an atom? What are chemicals made of? Why do some chemicals react violently, while others do not react at all? Why are some materials easier to break than others? Investigate why ions are desperately searching for the ideal partner so they can become an ionic compound. Why do metals conduct electricity and why do they get hot? What causes explosions and why are fireworks different colours? You will carry out experiments to investigate what happens when you mix acids and bases; metals and non-metals. Learn how to write chemical equations to explain the reactions you complete. This unit is strongly recommended for students intending to study VCE Chemistry.

Science Inquiry Skills
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

Course Requirements
Class work
Practical work
Assignments/homework

Assessment Tasks
Class work
Practical work/reports
Assignments/homework
Tests
Examination

An Essential Education Cost of $20.00 applies to this unit. (Approximate)
INTRODUCTION
What do car crashes, broken legs, putting rockets into orbit, flying planes, karate kicks and falling cats have in common? Answer - forces! The path of a football obeys the laws of physics. To cure a slipped disc a doctor needs to know how much force to apply to the spine. This unit studies the forces of friction, gravity and drag. Students will use remote control cars, their own walking abilities, ticker tapes and/or data loggers to describe and measure force, mass, acceleration and velocity. The path of light and the different absorptions and reflections possible will be studied using light boxes, lenses and different coloured lights. The structure and operation of electromagnets will also be investigated. Investigate how electrical circuits work and what each component does. Build your own circuits. Learn how to change a fuse and wire a plug. How does the electricity in your home work? Why is a current more dangerous than voltage? Design and carry out your own Physics experiments. This unit is strongly recommended for students intending to study VCE Physics.

Science Inquiry Skills (as based on AusVELS (Australian Curriculum Incorporating the Victorian Essential Learning Standards (VELS))
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

Course Requirements
Class work
Practical work
Assignments/homework

Assessment Tasks
Class work
Practical work/reports
Assignments/Homework/Tests
Examination

An Essential Education Cost of $20.00 applies to this unit. (Approximate)
**INTRODUCTION:**
What is Psychology? In this unit, Psychology will be introduced as a science and students will develop key scientific skills through a range of practical investigations. This subject begins with the core ‘Introduction to Psychology’ topic and the class will choose to study four of the following seven topics;

- Body Language
- Normality
- Marketing Psychology
- Forensic Psychology
- Intelligence
- Personality
- Biological Psychology

It is highly recommended that students considering taking VCE Psychology take this elective as it will introduce required skills.

**Course Requirements**
In order to achieve a satisfactory result, students must complete all assessment tasks (with the exception of the exam to a satisfactory standard).

**Assessment Tasks**
- Classwork
- Tests
- Assignments
- Practical Investigations
- Examination

An Essential Education Cost of $20.00 applies to this unit. (Approximate)
INTRODUCTION
This unit of work combines both semester studies of Chemistry & Physics. It covers similar material as that in the semester unit of Chemistry and Physics.

Areas covered in Chemistry include: Atomic Structure Chemical Bonding and reactions, including practical work and conductivity.

Areas covered in Physics include: Forces, friction, motion, light and electricity, including practical work.

This unit is strongly recommended for students intending to study VCE Chemistry and/or VCE Physics and are unable to complete a whole semester of each study area due to timetable constraints.

Science Inquiry Skills (as based on AusVELS (Australian Curriculum Incorporating the Victorian Essential Learning Standards (VELS))
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

Course Requirements
Class work
Practical work
Assignments/homework

Assessment Tasks
Classwork
Practical work/reports
Assignments/homework
Tests
Examination

An Essential Education Cost of $20.00 applies to this unit. (Approximate)
INTRODUCTION:
Why do you dream? What do your dreams mean? Are there any differences between the dreams of males and females? Your brain is involved in dreaming and all the responses that occur in your body. What is your reaction time? Investigate how nerves control this. Nerves also control your body language. What is body language and how can you analyse it? All these topics are aspects of Psychology. What is Psychology and how does it differ from reading your stars or being psychic? Have you ever wondered why you get sick? Investigate what causes disease; how your body develops immunity and why some people contract diseases and others don’t. Discover ways you can protect yourself against disease and understand how vaccines work. You will carry out practical work involving growing your own bacteria and fungi. You will also discover the secret world of microscopic animals. These topics are the study of Microbiology. This unit is strongly recommended for students intending to study VCE Biology.

Science Inquiry Skills (as based on AusVELS (Australian Curriculum Incorporating the Victorian Essential Learning Standards (VELS))
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

Course Requirements
Practical work
Class work

Assessment Tasks
Practical work/reports
Classwork
Projects/Homework

An Essential Education Cost of $20.00 applies to this unit. (Approximate)
TECHNOLOGY

Technology units are divided into 3 areas:

MATERIALS TECHNOLOGY
Fashion and Design
Food/Metalwork/Plumbing/Wood

SYSTEMS TECHNOLOGY
Electronics

INFORMATION TECHNOLOGY
Information Technology
Information Technology – Computer Programming

YEAR 10 FASHION AND DESIGN – ELECTIVE UNIT

INTRODUCTION
Students will design and produce fashion garments for themselves. This will involve basic hand and machine sewing skills. Students will research the Fashion Industry and investigate design ideas and materials relating to their products. Students will evaluate their products to achieve the best outcome. Students will become aware of safe working practices and environmental issues. They will develop their design skills and produce a working folio.

SKILLS
various practical skills dependent on product chosen
presentation of designs, drawings, materials test, investigation and product

Course Requirements
Folio
Creation of products
Written Exam

Assessment Tasks
Workbook
Folio
Production tasks
Research Assignment

An Essential Education Cost of $70.00 applies to this unit. (Approximate)
INTRODUCTION
Do you love food? Learn how to appreciate and produce a range of foods in a safe and hygienic manner. Develop an understanding of the design process and develop and respond to your own design briefs. Discover the “tricks” of the trade and learn why and how foods are developed. This is a practical foods unit providing an in depth study of the principles of cooking, food preparation techniques, safe handling of food and equipment and the production of appetising baked goods and meals. This unit is strongly recommended for students intending to study VCE Food and Technology.

SKILLS
Design brief
Food production
Food evaluation
Kitchen management
Research

Special Requirements
Apron
Plastic container
Hair Tie
Folder with paper (small ring binder)

Course Requirements
Production Work
Kitchen management
Safe and correct use of equipment
Safety and Hygiene Practices
Successful completion of all assessment tasks

Assessment Tasks
Research Task
Production Work
Workbook / Classwork
Design task

An Essential Education Cost of $85.00 applies to this unit. (Approximate)
As part of this year long course students will be expected to work independently and in groups to respond to a variety of design briefs (clients). They will have the opportunity to observe cooks and chefs who will be invited to demonstrate their skills and share their experiences with students.

Students will be expected to contribute to the production of a recipe book to a professional standard and to organise and run cooking/educational sessions both in the college as well as in the community.

The course will cover industry safety and hygiene standards, key foods and their functions, methods of cooking, development of skills in a variety of techniques and processes and international cookery.

Students will develop a range of complex skills using a variety of tools and equipment in a safe and hygienic manner.

The course will also involve students developing links with both community and professional organisations.

**Those wishing to apply will be expected to fill out and application form which is to be submitted with the completed course confirmation form.**

**UNIT 1**
- Basic skills revisited/ safety and hygiene
- Ingredients
- Methods of cooking
- Preservation

**Assessment**
- Folio
- Chef/Cook review
- Recipe Book
- Production Tasks

**UNIT 2**
- Techniques / Processes
- International Cuisine
- Cakes
- Yeast Cookery
- Pastry
- Desserts
- International Cookery
- Confectionary

**Assessment**
- Folio
- Education/Cooking Sessions
- Recipe Book
- Production Tasks

**Special Requirements**
- Apron
- A3 Display Folio
- Container

As part of this course students will be expected to attend sessions outside the college.

**An Essential Education Cost of $165.00 applies to this unit. (Approximate)**
YEAR 10 METALWORK – ELECTIVE UNIT

This area of study covers the knowledge and skills related to a range of activities associated with the use of metal and plumbing to produce a range of products. Students will be introduced to Oxygen/Acetylene welding, electric arc welding, silver soldering, bending, folding, riveting and soldering. Students will complete at least four projects which contain aspects of design investigation, production and evaluation. These will include items such as goggle box, tool box or boxes that are designed for a specific use.

SKILLS
Safe and correct working practises
Lathe work, welding and plumbing skills
Practical Drawing and CAD skills
Riveting, soldering, bending and Silver Soldering techniques
Drawing and development skills
Evaluation methods
Design Techniques

Course Requirements
Products
Workbook
Investigation
Technical Reports

Assessment Tasks
Soldering
Welding & manipulation of materials
Lathe operation/safety

An Essential Education Cost of $75.00 applies to this unit. (Approximate)

YEAR 10 PLUMBING – ELECTIVE UNIT

This area of study covers the knowledge and skills related to a range of activities associated with the use of metal and plumbing to produce a range of products. Students will be introduced to Oxygen/Acetylene welding, electric arc welding, silver soldering, bending, folding, riveting, soldering and how to understand plumbing processes in the family home. Students will complete at least four projects which contain aspects of design investigation, production and evaluation. These will include items such as goggle box, spouting ends and pop, downpipe angle, copper joints and a project of their own choice.

SKILLS
Safe and correct working practises
Lathe work, welding and plumbing skills
Practical Drawing and CAD skills
Riveting, soldering, bending and Silver Soldering techniques
Drawing and development skills
Evaluation methods
Design Techniques

Course Requirements
Products
Workbook
Investigation
Technical Reports

Assessment Tasks
Soldering
Welding & manipulation of materials
Lathe operation/safety

An Essential Education Cost of $75.00 applies to this unit. (Approximate)
YEAR 10 WOOD DESIGN – ELECTIVE UNIT

INTRODUCTION
Students design and produce a range of wooden toys. This will involve simple material testing, looking at design issues relating to their product including function and aesthetics. Students will become aware of safe working practices and environmental issues. Students will develop skills with regard to work practices and related competency in tool handling and techniques.

SKILLS
Various practical skills dependent on product chosen
Presentation of designs, drawings, materials test, investigation and product

Course Requirements
Product
Workbook
Design folio
Product design

Assessment Tasks
Product design and drawings
Product
Workbook
Research Assignment

An Essential Education Cost of $75.00 applies to this unit. (Approximate)

NOTE: It is a preparatory course for VCE Design and Technology subject.

YEAR 10 SYSTEMS TECHNOLOGY – ELECTIVE UNIT

Introduction
This unit is an introduction to Systems Technology using electronics. Students will develop knowledge of basic components and their function in simple circuits. They will learn how to construct circuits and combine them to develop electronic systems. Although, primarily a practical subject the course has a significant theoretical component.

Skills
Safe and correct work practices
Principles of design
Basic testing and fault finding
Fabrication and assembly skills
Evaluation techniques

Assessment tasks
Practical projects
Workbook
Folio
Assignments

An Essential Education Cost of $80.00 applies to this unit. (Approximate)
INTRODUCTION
Do you like solving problems? Do you appreciate a challenge? Are you interested in a career as a computer programmer? If you answered yes to these questions then this is the course for you. In this course students will learn basic programming concepts. They will learn how to design, document and code simple programs using an object orientated language. They will use Visual Basic to design and code real applications and computer games. In the process, they will develop skills in problem solving and formal logic.

OUTCOMES
Be able to apply basic programming techniques
Use conventional tools techniques for designing and documenting their solutions
Understand security and copyright as it relates to software
As individuals and team members design and develop solutions to produce functional software
Develop criteria for evaluating their software

SKILLS
Learn to design programs to meet a purpose
Use basic structures such as sequencing, branching and looping
Be able to produce functional programming code
Be able to design and use testing tables

Course Requirement
Folio of programming exercises
Assignments
Fully documented solution using an object orientated language
Original game Using Visual Basic

Assessment Tasks
Calculator
Quiz
Dice Game
Action Game
Examination

SPECIAL REQUIREMENTS BOTH INFORMATION TECHNOLOGY SUBJECTS
It will be assumed that students are familiar with word processing software such as Microsoft Word and be familiar with the College Network and the Internet. Students will require a USB Memory Stick.

YEAR 10 INFORMATION TECHNOLOGY – ELECTIVE UNIT

INTRODUCTION
Students will become familiar with Multimedia and Web Authoring Software. They will have the opportunity to develop web authoring skills using ADOBE Dreamweaver and graphical skills using Flash. Students will also investigate the nature of emerging technologies and consider the implications of widespread use of some of these technologies.

SKILLS
Collect, collate and evaluate information from a variety of sources including the Internet
Animation Program – Drawing tools, simple animation
Web Authoring – HTML, using features of Dreamweaver to insert hyperlinks, images and tables.

Course Requirements
Folio of practical work
Assignments
Project

Assessment Tasks – a selection of:
Flash Project
Examination
Tutorials
Website

An Essential Education Cost of $15.00 applies to this unit. (Approximate)
In order to satisfy the requirements of VCE units at Mooroolbark College, students must meet each of the following requirements.

**Satisfactory completion of Learning Outcomes**
Each subject has clearly stated Learning Outcomes for each unit of study. Learning Outcomes describe the skills and knowledge students should have by the time they complete the unit of study.

In order to satisfactorily complete a unit, students must demonstrate achievement for each of the outcomes as specified in the study design.

**Timely submission of work**
Students must submit work on the due date. If work is not submitted on the due date it will be given an assessment of zero towards the appropriate School Assessed Coursework (SAC)/School Assessed Task (SAT) at Year 11. SACs and SATs for Units 3 and 4 not submitted on the due date will receive ‘NA’ (Not Assessed). This will be reported to the VCAA and marked zero in the calculation of the student’s study score for that subject.

*The ‘Application for a change in SAC/SAT conditions’ must be completed by all students submitting work late.*

**Meet the 95% attendance requirement**
Students are required to attend a minimum of ninety five percent of classes in each subject, unless supported by medical documentation, or the absence has been approved under special provisions by the student’s House Leader. Regular attendance is essential to enable coursework tasks to be completed, mainly in class time, thus ensuring authenticity of student work assessed.

*Where a student has completed work, but there is a substantive breach of class attendance, the student may be awarded an ‘N’. However, before this action is taken a student will be required to meet with the Assessment Review Panel to review their absences. The panel will decide if a student’s non-attendance warrants failure of the unit.*

**Authentication of Work**
Authentication is the process of ensuring that all work the student submits is genuinely their own. To meet this requirement students must ensure that all unacknowledged work submitted is genuinely their own.

Students who knowingly assist other students in a breach of rules may be penalised.

Students must not submit the same piece of work for the completion of more than one assessment in any subject.
UNIT ONE THEATRICAL STYLES OF THE PRE-MODERN ERA
This unit focuses on the practical and theoretical study of some of the earliest styles of theatre such as ‘Commedia Del Arte’, Elizabethan and the earliest Greek and Roman styles of performance. Students will explore these historical periods through performance and group exercises.

Assessment for Unit 1
- Character-based performance to an audience
- Analytical Exercises & Essays
- Tests
- Examination

UNIT TWO THEATRICAL STYLES OF THE MODERN ERA
This unit concentrates on twentieth century theatre. In particular, realism and method acting, which have been popularised in film as well as theatre will be studied and practically explored.

Assessment for Unit 2
- An ensemble performance
- Analytical Exercises & Essays
- Tests
- Examination

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office. These units equip students with acting and analytical skills that may lead to employment in the entertainment industry. Furthermore, these units practise communication skills to a high level that is invaluable in any occupation.

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT ONE BODIES IN MOTION
In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

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

Assessment for Units 1 & 2
Test
SACs: short answer
multiple choice
extended written responses
Practical Laboratories
Examination

An Essential Education Cost of $25 applies to this unit. (approximate)

UNIT ONE THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH
This unit focuses on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

UNIT TWO INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
This unit focuses on the lifespan stages of childhood and adulthood. Health and development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia’s children; however, social environments such as the family and community are crucial, as children develop through their relationships with others. The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which are investigated.

Assessment for Units 1 & 2
Test
Examination

An Essential Education Cost of $50 applies to this unit. (approximate)
UNIT ONE EXPLORING OUTDOOR EXPERIENCES
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individual and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

UNIT TWO INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Assessment for Units 1 & 2
- Test
- Practical Observation
- Written Work
- Journals/Logbooks
- Examination

Pre-requisite information
It is recommended that students have done Year 10 Outdoor Education or Year 10 Outdoor Environmental Studies but it is not compulsory.

Pathways Information
Outdoor Environmental Studies gives students a good background for University and TAFE courses that relate to some of the following: Outdoor Adventure Guide, Park Ranger, Outdoor Education Teacher, Recreation Facility Manager, Eco Tour Guide, Tourism, Activity Instructor - surfing, skiing, climbing, rafting, trekking plus many others. It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Pathways Office.

Special Requirements
The cost for the subject is approximately $650 for the year. This will cover all activity costs. Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include snow camps, sea kayaking, surfing, snorkelling, canoeing and mountain biking.

** Please note that it is a requirement of the subject they you must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject.

An Essential Education Cost of $650 applies to this unit. (approximate)
UNIT ONE - NATURAL ENVIRONMENTS
Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective. Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

UNIT TWO - HUMAN ENVIRONMENTS
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Assessment for Unit 1
Data processing, analysis and presentation  Fieldwork
Tests  Examination
Research

Assessment for Unit 2
Data processing, analysis and presentation  Fieldwork
Tests  Examination
Research Report

An Essential Education Cost of $35 applies to this unit. (approximate)

UNIT ONE - TWENTIETH CENTURY: 1900 – 1945
This unit studies the rise of Nazi Germany. Students look at Hitler’s rise to power and the characteristics of Nazism. Particular attention is given to the Holocaust and ways in which the Nazi Party achieved its aims by the use of propaganda.

Assessment for Unit 1
Analytical exercises  Essays
Film reviews  Examination

UNIT TWO - TWENTIETH CENTURY HISTORY 1945 - 2000
This unit studies competing ideologies, and challenge and change, in the second half of the twentieth century. Students begin with a study of the Cold War; its ideological basis and origins; its main events and its final resolution. There were significant challenges to the existing political and social orders in this period.

Assessment for Unit 2
Classwork assignments  An Essay
An Analysis of primary sources  An Examination
An analysis of historical interpretations

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE - CRIMINAL LAW IN ACTION
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

Assessment for Unit 1
Case studies
Essays

UNIT TWO - ISSUES IN CIVIL LAW
This unit explores the principles of civil law and evaluates the processes for the resolution of civil disputes. Contemporary Australian law is analysed and its ability to meet the needs of society is assessed. Students focus on cases that have a broader impact on the legal system and the rights of individuals.

Excursion: Students will visit the Magistrate’ Court at an approximate cost of $15.

Assessment for Unit 2
Case studies
Essays

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE - SMALL BUSINESS MANAGEMENT

VCE Business Management examines the ways in which people at various levels within a business organization manage resources to achieve the objectives of the organization. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small and medium sized organisations.

Unit 1 consists of small business management, as small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Assessment for Unit 1

Introducing business
Small business decision-making planning and evaluation

Day to day operations
Examination

UNIT TWO - COMMUNICATION AND MANAGEMENT

Unit 2 consists of communication and management. It focuses on the importance of effective communications in achieving business objectives. Moreover, the vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Assessment for Unit 2

Communication in business
Managing the marketing function
Managing the public relations function

Examination

Pathways Information

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate publications available from the Pathways Office. These units lead to future education and careers in business, management and accounting. These units are also appropriate for students wishing to start their own business.

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE UNITY AND DIVERSITY
In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

The relationship between features of organisms and how organisms meet their requirements for life is studied. Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials to cells and transporting wastes from cells to points of disposal.

Assessment for Unit 1
- Practical Activities
- Data Analysis
- Tests
- Examination

UNIT TWO ORGANISMS AND THEIR ENVIRONMENT
Students study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine integrated and naturally self-sustaining systems in which energy flows and matter is cycled.

Assessment for Unit 2
- Fieldwork and Report
- Practical Activities
- Multimedia Presentation
- Examination

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT 1 - THE ENVIRONMENT

This unit investigates the interactions between natural and human systems. In particular we focus on the environment and its components. The function of the ecosystem and the interactions in and between ecological components are studied in depth. Students should discover how decisions are made regarding their environment and the strategies that are used to protect the environment while accommodating the needs of the population.

Environmental science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them.

Assessment for Unit 1
- Practical activities
- Data analysis
- Tests
- Examination

UNIT 2 - MONITORING THE ENVIRONMENT

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected, and interpreted. This unit will have students gathering a lot of data using a variety of apparatus and using scientific methods to interpret the results. A major assignment will be undertaken where students will use their skills to study a system.

Assessment for Unit 2
- Field work and Report
- Practical Activities.
- Tests
- Examination.

An Essential Education Cost of $20 applies to this unit. (approximate)

VCE UNIT 1 & 2 PSYCHOLOGY – ELECTIVE UNIT

This subject aims to engage students in the study of human behaviour from biological, cognitive and social perspectives. Students are introduced to the variety of thinking and research approaches used in psychology and gain a broad perspective of the study as a science.

UNIT ONE

The unit introduces psychology as a science. It examines behaviour as a consequence of environmental experiences and the development of perceptual and cognitive abilities. It also discusses the difference between sensation and perception.

UNIT TWO

This unit introduces the concept of normality such as Mental Health and individual differences in intelligence and personality. It also examines how attitudes are formed, changed and measured, and introduces concepts in Social Psychology such as Conformity and Obedience.

Assessment for Unit 1 & 2
- Research Investigation
- Test
- Annotated folio of activities
- Examination

An Essential Education Cost of $30 applies to this unit. (approximate)
Students cannot select both Product Design and Technology and Product Design and Technology – Fashion.

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirement. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology.

UNIT ONE PRODUCT RE-DESIGN AND SUSTAINABILITY
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

UNIT TWO 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: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; 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 examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

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<thead>
<tr>
<th>Assessment for Unit 1 &amp; 2</th>
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<tbody>
<tr>
<td>Design folio</td>
<td>Production plans</td>
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<td>Production tasks</td>
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<td>Examination</td>
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An Essential Education Cost of $110 applies to this unit. (approximate)
UNIT ONE - COMPUTING
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Assessment for Unit 1
- Spreadsheets
- Network Design
- Website
- Examination

UNIT TWO - COMPUTING
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment for Unit 2
- Programming
- Data Visualisations
- Database
- Examination

An Essential Education Cost of $30 applies to this unit. (approximate)
## UNIT ONE MECHANICAL ENGINEERING FUNDAMENTALS
This unit focuses on the fundamental concepts, principles and skills related to the understanding, assembly and measurement of mechanical engineering, identifying systems and sub systems, open and closed loop systems. It includes an introduction to design principles and practices associated with systems. It also introduces CAD design software used in system designs.

**Assessment for Unit 1**
- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Workbook

## UNIT TWO ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS
This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, commonly referred to as electro-technology, basic circuit theory, integrated circuits, designing and making system. It provides an introduction to the application of design in the planning and production of systems.

**Assessment for Unit 2**
- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Workbook

**Pre-requisite information**
There are no prerequisites for entry to Units 1 & 2, but preparatory work (such as electronics or robotics) at a lower level is advisable.

| An Essential Education Cost of $90 applies to this unit. (approximate) |
This VCE subject is being offered as an elective for those Year 10 who enjoy mathematics, were successful in their Year 9 studies, able to work independently and cope with doing two streams of Mathematics. Successfully completing both Units in Year 10 would lead to completing Further Mathematics in Year 11 rather than in Year 12. Year 10s who select this subject will be enrolled in classes with Year 11s.

NOTE: Those who select Foundation Mathematics would not be advised to take this elective.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics studied include: Arithmetic, Data analysis and simulation, Algebra, Graphs of linear and non-linear relations, Decision and business mathematics and Geometry and trigonometry.

Assessment tasks include: Tests, Application / Analysis tasks, examinations and other tasks assigned by the class teacher.

An Essential Education Cost of $25 applies to this unit. (approximate)
The Yarra Cluster Vocational Education and Training (VET) Provision

The provision of VET within the VCAL and the VCE has provided many students with a vocational focus while completing their senior studies. It has opened up post school options that were previously unavailable to students. Local schools are offering many of these programs, but they are expensive to resource. Thus, ten of these schools have decided to form a cluster for the provision of VET courses to give students from a larger number of schools access to these courses.

The Yarra Valley VET Cluster is a group of schools that have formed a partnership for the delivery of a range of vocational education and training programs for secondary school students.


These schools through the partnership offer a wide range of career and study options that are locally accessible for students.

Students enrolled in various VET programs on offer through the cluster can remain enrolled in their current school and can then take the option of enrolling in a specialist program at another school.

### VET PROGRAMS AVAILABLE

| Certificate II - Allied Health Assistance | Certificate III - Equine Studies |
| Certificate III - Acting (Film & Television) | Certificate II - Furniture (Cabinet making) (partial) |
| Certificate II - Automotive | Certificate II - Hairdressing |
| Certificate II - Business Administration | Certificate II - Hospitality |
| Certificate III - Business Administration (partial) | Certificate III - Information Technology |
| Certificate III - Children’s Services | Certificate II - Retail MakeUp and Skin Care |
| Certificate II - Community Services | Certificate III - Multimedia |
| Certificate III - Concept Development for Clothing Production | Certificate III - Music |
| Certificate III - Concept Development for Clothing Production | Certificate III - Music Technology |
| Certificate III - Dental Assisting | Certificate II - Plumbing |
| Certificate II - Electrotechnology (Pre-Voc) | Certificate II - Renewable Energy |
| Certificate II - Engineering |

For details of these courses please refer to course brochures or contact the Pathways/Vet Coordinator.

All programs attract A $100 administration charge and materials charges. See individual brochures for details.

Students will attend the home school for their VCE/VCAL program but may attend any of the above schools for the VET courses. These will normally take place on a Wednesday- the day allocated by all the cluster schools as the VET day. However, some classes may run outside normal school hours on any day or evening. Some programs are partially delivered at a TAFE College.

Students will be required to arrange their own transport to attend these programs.

The material costs for the programs will vary from about $250 to $800

More information is available from the Pathways/VET coordinator. Course descriptions of some of the VET studies, which are not included in this handbook, are available in the information brochures in the Pathways Office. Please see Mrs Roache, your VET coordinator. You can also access further information on these websites www.yvvc.org.au and www.vcaa.vic.edu.au.