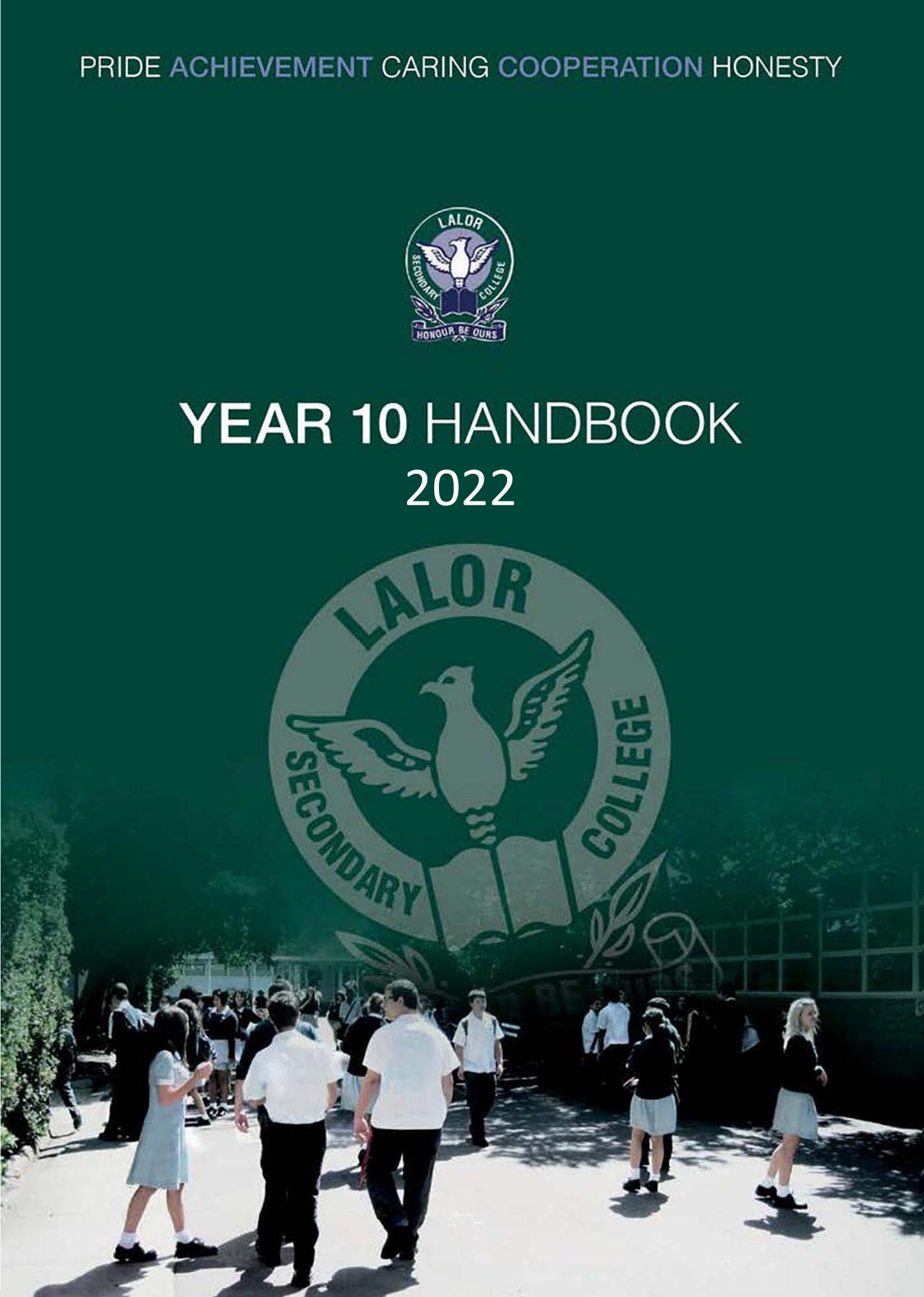
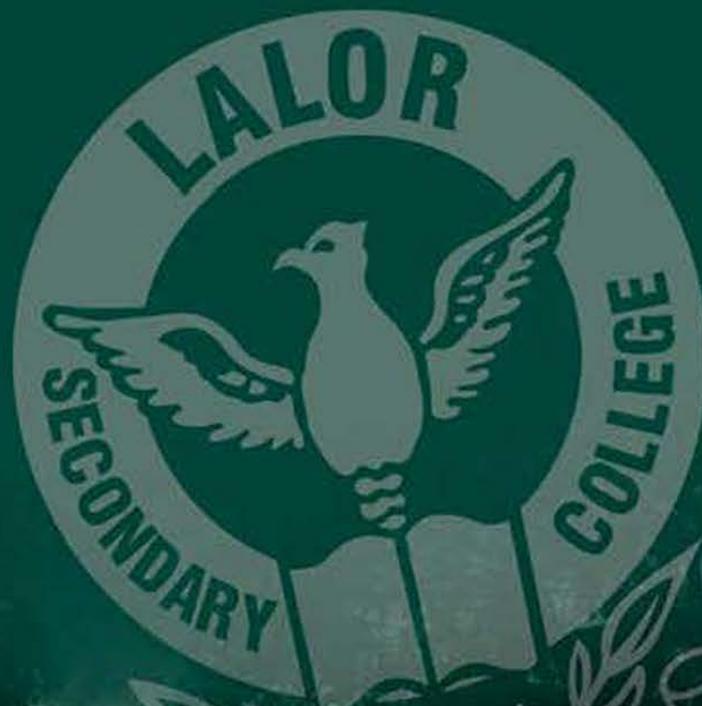


PRIDE ACHIEVEMENT CARING COOPERATION HONESTY



# YEAR 10 HANDBOOK 2022







# LALOR SECONDARY COLLEGE

## YEAR 10 HANDBOOK 2022

## Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The College provides students and staff with a safe and nurturing environment.

## Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students are empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated; where excellence and effort are rewarded.

## College Values

**PRIDE**  
**ACHIEVEMENT**  
**CARING**  
**COOPERATION**  
**HONESTY**

# College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
ACHIEVEMENT	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
CARING	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
COOPERATION	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as a part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
HONESTY	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>

# Contents

College Values	5	Languages	24
Principal's Message	8	– Accelerated Languages	25
Year 10 Course Information	9	Science	26
Core Subjects	10	– Basic Psychology	26
English	10	– Electronics	26
EAL (English as an Additional Language)	10	Technology	27
Mathematics	11	– Product Design Technology	27
Science	12	– Mechatronics and Engineering Systems	27
Humanities	13	– Food Technology	28
Health & Physical Education	14-15	– Digital Technology	29
Specialist Subjects	16	Concepts of Health & Physical Education	30
Introduction to VCAL	16	VCE Subjects	31
The Arts	17	Biology	31
– Studio Arts	17	Business Management	32
– The Commissioned Artist	17	Environmental Science	32
– Drama	18	Health & Human Development	33
– Architecture and Industrial Design	18	Music Performance	34
– Media	19	Physical Education	35
– Music Expression, Performance and Investigation	19	Psychology	36
– Photography	19	Sociology	36
– Visual Communication Design	20	Studio Arts	37
Humanities	20		
– Business Practice	20		
– Commerce	20		
– Juvenile Justice	21		
– Cold War History	21		
– Rivalry, Power and Passion	22		
English	22		
– Journalism	22		
– Literature	22		
– Film Analysis	23		



**LALOR SECONDARY COLLEGE**

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**Assistant Principal (Later Years)**

Ms Laura Forster

**Assistant Principal (Middle Years)**

Ms Julie Ryan

**Assistant Principal (Junior Years)**

Mr Timothy Cottrell

**Year 9 and 10 Sub-School**

**Leader**

Mr Chris Danher

**Curriculum Leader**

Ms Kate Norman

Lalor Secondary College was established in 1963.

It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately 4 hectares the College has excellent facilities and spacious grounds.

In 2022 the College will have an enrolment of approximately 1200 students representing approximately 40 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive curriculum designed around the Victorian Curriculum to ensure the needs of all students are met.

The College provides a number of pathways at the senior level of the school including a comprehensive range of VCE subjects, VCAL and VET programs.

A partnership between parents, staff and students is encouraged through informal and formal communication.

# Principal's Message



As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21<sup>st</sup> Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths clubs, Art Club, Anime Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Walking Club, Mindfulness Club, Breakfast and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include 'Yoga Thursdays', Peer Support, After School Homework Club, Animal Assisted Therapy and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 Languages program offering Macedonian, Greek, Italian and French and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at Years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, VCAL and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and ensures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, whether in VCE or VCAL, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

**Mr Corey Jewell**  
College Principal

# Year 10 Course Information

Subject selection will be completed using of 'Subject Selection Online'. Full instructions on how to use this system will be given to students and parents at the Year 10 Information Evening.

The Year 10 Learning and Teaching program at Lalor Secondary College is designed for senior students to maximise their opportunities to succeed by offering a wide range of subject choices and pathways into future courses and careers.

Students will receive counselling about their learning program. All students will complete an online subject selection process. At the conclusion of the process, their selection sheet must be signed by a parent or guardian. Staff at the College are available to answer queries about the Year 10 program.

## Core Subjects

All students in Year 10 are required to complete the following subjects.

### English/EAL

English is undertaken by all students in Year 10. Students for whom English is not their first language, and who are eligible, will undertake English as an Additional Language (EAL). Please note students who have attended school in Australia for less than seven years may be eligible for EAL.

### Health and Physical Education

The Health and PE Faculty offer a wide range of electives that students may choose from. Each elective will run for one semester. Students must choose two electives.

### Humanities

In accordance with the Victorian Curriculum, Humanities will cover the areas of History, Geography, Economics and Business and Civics and Citizenship.

## Mathematics

The Year 10 Maths program undertaken by students is dependent upon student ability and designed to prepare them for VCE Mathematics. There are three levels of Maths students can undertake.

These are;

<i>Maths Methods</i>	for high performing students
<i>General Maths</i>	for moderately performing students
<i>Foundation Maths</i>	for students who require extra support

## Science

Science will have a common curriculum for Semester One and students will choose from a specialised program which runs in Semester Two. These are:

- Chemistry – Let's make it react
- The Universe – The Big Bang
- Genetics and Evolution
- Global Systems – Make nature work for us

## Specialist Subjects

Students are able to choose from a range of subjects dependent upon their interests and abilities. Specialist subjects also provide pathways into a range of Year 11 and 12 subjects. Specialist subjects run for a semester and students choose a total of four subjects. However some subjects will run for the whole year and these will count as two selections.

Specialist subjects include;

- Accelerated Italian (2 semesters)
- Accelerated French (2 semesters)
- Architecture and Industrial Design
- Basic Psychology
- Business Practice
- Cold War History
- Commerce
- Drama
- Digital Technologies
- Electronics
- Film Analysis
- Food Technology
- Introduction to VCAL
- Journalism
- Juvenile Justice
- Languages (*continued from Year 9–2 semesters*)

- Literature
- Mechatronics
- Media
- Music Expression, Performance and Investigation
- Photography
- Product Design & Technology
- Rivalry, Power and Passion
- Studio Arts
- Visual Communication Design

## VCE Subjects

Students may also choose to study one of the following VCE subjects. The subject will run for two semesters – Unit One in Semester One and Unit Two in Semester Two. Students who demonstrate a good work ethic and the ability to handle the demands of a VCE subject will be able to apply for this program. Academic criteria for being accepted into a VCE subject at Year 10 are outlined in the school's Promotion Policy. While the following subjects will be offered, subjects will only run if there are enough students to form a class.

Please note: Students who are undertaking Units 1 and 2 Studio Arts in Year 10 are not to choose Year 10 Studio Arts as a specialist subject.

The following VCE subjects are offered for Year 10 students;

- Biology
- Business Management
- Environmental Science
- Health & Human Development
- Music Performance
- Physical Education
- Psychology
- Sociology
- Studio Arts

## Subject Fees

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

# Core Subjects

## English

“Words, once they are printed, have a life of their own.”

*Anonymous*

Students study, produce and respond critically to spoken, written and visual texts. They explore and interpret different perspectives on complex issues, analysing and comparing themes and ideas presented in texts.

Students use writing to explore different perspectives and to develop their skills in writing for different purposes and audiences. Students critically evaluate how language influences audiences through persuasive writing techniques. Students develop formal arguments about issues and use evidence to justify a point of view.

### Areas of Study

Semester One	Semester Two
1. Reading: – Novel	1. Reading: – Film – Play – Multi-modal texts
2. Writing: – Text Responses – Short Stories	2. Writing: – Essay – Language
3. Speaking and Listening: – Oral response to an issue	3. Speaking and Listening: – Oral presentation on text

### Assessment Tasks

- Semester One
1. Text Response
  2. Creative Response
  3. Oral presentation on a point of view
  4. Examination
- Semester Two
1. Comparative Essay
  2. Language Analysis
  3. Oral presentation on Text
  4. Examination



## EAL (English as an Additional Language)

“A special kind of beauty exists which is born in language, of language and for language”

*Gaston Bachelard*

EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language.

Students need to understand and control the English language as a means of learning. Students’ understanding of English will develop through reading, writing and speaking and listening. The study of novels, short stories, plays, poetry and issues in the media are the main foci in EAL. Attention is given to correctness of spelling, function and grammar and the development of oral skills.

### Areas of Study

1. Reading: Study of written visual and media texts
2. Writing: Writing for a range of purposes and audiences in a variety of styles and forms
3. Speaking and Listening: Communicating effectively with an audience

### Assessment Tasks

1. Text Response
2. Writing Folio
3. Oral presentation
4. Examination



# Mathematics

“Pure mathematics is, in its way, the poetry of logical ideas.”

*Albert Einstein*

Mathematics at the Year 10 level is blocked, allowing students to be placed into levels that reflect their ability in this subject, based on their Year 9 Maths results.

Mathematics at Year 10 is designed to reflect the VCE pathways students will undertake in Year 11: Year 10 Maths Methods, Year 10 General Maths and Year 10 Foundation Maths. Some of the courses have pre-requisites with regards to minimum average percentages achieved in Year 9.

Year 10 Foundation Mathematics	- Any score in Year 9 Foundation Maths - Below 40% in Year 9 General Maths
Year 10 General Mathematics	- >85% in Year 9 Foundation Maths - >40% in Year 9 General Maths - <55% in Year 9 Maths Methods
Year 10 Mathematics Methods	- >75% in Year 9 General Maths - >55% in Year 9 Maths Methods

## Year 10 Foundation Maths

Students follow a modified curriculum which looks at using Maths in real life situations and developing the necessary mathematical skills for life after school. This group will not be able to access all VCE Mathematics subjects in Year 11.

Students study a wide range of topics in Semester One including Financial Maths, Algebra and Pythagoras and Trigonometry. In Semester Two the students focus on Measurement including area and volume of complex shapes.

They look at Trigonometry and Geometry and its uses in real life context. Statistics and Probability are investigated through collecting and analysing their own data.

## Areas of Study: Foundation Maths

Semester One	Semester Two
Financial Maths	Measurement
Algebra	Linear Relations
Trigonometry	Geometry
	Statistics
	Probability

## Assessment Tasks

All students will complete the following tasks:

1. Topic Tests
2. Inquiry Projects
3. Semester Examinations

## Year 10 General Maths

Students follow the main stream Victorian Curriculum. Students who complete this subject are able to select from a range of VCE Maths subjects including General Maths Units 1 and 2 or Foundation Maths Units 1 and 2. The progression onto the General Maths Units 1 and 2 is subject to a satisfactory completion of the year.

Students study a wide range of topics in Semester One including Algebra, Linear Relationships and Financial Maths. In Semester Two they continue to develop their understanding of Measurement, Trigonometry, Statistics and Probability.

## Areas of Study: General Maths

Semester One	Semester Two
Algebra	Linear Relations
Pythagoras/ Trigonometry	Measurement
Financial Maths	Statistics
	Probability

## Assessment Tasks

All students will complete the following tasks:

1. Topic Tests
2. Inquiry Projects
3. Semester Examinations

## Year 10 Maths Methods

Students follow the Victorian Curriculum including topics found in the 10A Curriculum to extend and develop their understanding. Students are able to select from a range of VCE Maths subjects, including Specialist Maths Units One and Two and Maths Methods Units One and Two.

The progression onto these Units One and Two is subject to a satisfactory completion of the year.

Students study a wide range of topics including Rational and Irrational numbers, Algebra, Linear and Non Linear Relationship. In Semester Two students continue to develop their understanding of Measurement, Trigonometry, Probability and Polynomials.

## Areas of Study: Maths Methods

Semester One	Semester Two
Rational and Irrational Numbers	Polynomials
Algebra	Measurement
Linear relationships	Trigonometry
Non Linear relationships	Probability

## Assessment Tasks

All students will complete the following tasks:

1. Topic Tests
2. Inquiry Projects
3. Semester Examinations

# Science

“The science of today is the technology of tomorrow.”

*Edward Teller*



Students will undertake two semesters of compulsory Science education. The first semester is a comprehensive general science study based on the Victorian Curriculum.

The Science curriculum is organised around three interrelated strands.

In the second semester students will choose one specialist Science subject based around the application of Science in society today and as a precursor to VCE Science.

## Science understanding

Science knowledge represents the building blocks of science understanding but it is the dynamic nature of science understanding that will be beneficial to citizens in an ever-changing world.

## Science as a human endeavour

This strand highlights the need for informed, evidence-based decision making about current and future applications of science. It acknowledges that, in making decisions about Science and its practices, moral, ethical and social implications must be taken into account.

## Science inquiry skills

These involve posing questions, planning, conducting and critiquing investigations, collecting, analysing and interpreting evidence and communicating findings

## Areas of Study

### Semester One

Students will undertake studies from these main areas of scientific knowledge:

### 1. Biological sciences

The transmission of heritable characteristics from one generation to the next involves DNA and genes.

### 2. Chemical sciences

The atomic structure and properties of elements are used to organise them in the Periodic Table.

### 3. Physical sciences

The motion of objects can be described and predicted using the laws of physics.

### Assessment Tasks

1. Topic Tests
2. Practical Report
3. Inquiry tasks
4. Examination

### Semester Two

Students will choose one of the electives below to specialise in for Semester Two of their Science studies at Year 10.

#### 1. Chemistry

This unit looks at classifying chemical reactions and the ways chemistry is applied in our society. This unit is an introduction to VCE Chemistry.

#### 2. Motion and Energy

This unit looks at the application of Newtons Laws of Motion and momentum as well as conversions of energy and the study of the thermodynamic systems. This unit is an introduction to VCE Physics.

#### 3. Genetics and Evolution

This unit looks at understanding of inheritance of genes, the role of mutations and how genetic engineering is used in medicine. Students will look at chemical evidence for evolution and how human selected artificial traits have changed evolutionary history. This unit is an introduction to VCE Biology.

#### 4. Global Systems

This unit looks at sustainability, the cycles that support life and ecosystems and some of the climate change issues that are relevant today. Specifically, students will explain how the atmosphere provides many of the conditions that support life on Earth, describing the cycling of matter through natural ecosystems and analysing changes to these caused by human influences. Students will discuss causes and consequences of climate change by analysing evidence of past climate change and predicting future changes. This unit is an introduction to VCE Environmental Science.

To assist you in making a decision, further information will be available from Science Faculty representatives at the Year 10 information evening.

### VCE Pathway

Successfully completing Semester One Science and an appropriate Semester Two specialist subject will

assist you to study one or more of the following in VCE Science:

1. Biology
2. Chemistry
3. Physics
4. Psychology
5. Environmental Science

It is an expectation that students reach a reasonable standard of achievement in Year 10 Science to access VCE Science subjects. Science subjects at VCE have minimum requirements and prerequisites that students must attain.

### Cost:

\$7 for Science Practical Book, payable at the General Office.

# Humanities

“I think most of us sense that it is a responsibility of the humanities to try to help better the conduct of human beings in their lives and manifold professional activities.”

*J. Irwin Miller*

In accordance with the requirements of the Victorian Curriculum, Humanities at Year 10 encompasses the study of History, Geography, Economics and Business and Civics and Citizenship.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with a focus on Australia in its global context. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

It provides a study of geographical units that explore environmental change and management, through an in depth focus on coastal environments. They apply human-environment systems thinking to understand the causes and consequences of the change to coastal environments and geographical concepts and methods to evaluate and select strategies to manage the change. They also investigate the geographies of human wellbeing; exploring measures, spatial differences and different global perspectives of human wellbeing.

The Year 10 curriculum gives students the opportunity to further develop their economics and business concepts by considering Australia’s economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies.

Students also study Australia’s system of government through comparison with another system of government in the Asian region. They investigate the values and practices that enable a democratic society to be sustained.

## Areas of Study

1. Coastal Change and Management
2. Geographies of Wellbeing
3. Economic and Business
4. World War Two
5. Rights and Freedom
6. Civics and Citizenship

## Assessment Tasks

Assessments may take the following forms and will consist of at least five pieces of formal assessment – essay, document analysis, fieldwork, data analysis, test case study and examinations.

## Cost

\$3.00 for fieldwork booklet (Cost may be subject to change).

**VCE Pathway**  
 Doing this subject will assist you in the study the following in VCE:

1. History	4. Economics	6. Legal Studies
2. Geography	5. Health and Human Development	7. Business Management
3. Global Politics	8. Sociology	



# Health & Physical Education

“The greatest wealth is health.”

Virgil

Year 10 Health and Physical Education (HPE) involves student choice through the selection of electives. It is important that in the final year of compulsory HPE, students are engaged and choose a suitable activity in order to encourage physical health and wellbeing. This aims to establish positive fitness practices for life.

Students must choose **one elective per semester** and therefore have completed **two** practical electives by the end of the year.

We encourage the students to take ownership of their choices and to select electives that they would enjoy.

*It should be noted that there is a cost associated with most Year 10 electives. Students and parents should take into account costs and other requirements when choosing an elective. When a student chooses an elective they will be expected to participate in external activities.*

## Sport and Recreation

This elective will explore different sport and recreational pursuits in the local community. Students may be involved in activities such as Ten Pin Bowling, Cardio Tennis, Laser Tag and Golf. Students will learn about the origins of the activities offered and about the members of the community from a variety of cultural backgrounds who are involved with these activities.

### Cost

\$130.00 per semester (Costs may be subject to change).

## Lifestyle And Fitness

This elective is designed to motivate students to increase physical activity through fitness based activities in a supportive and non-threatening environment. This unit will focus on a broad range of activities including aerobics, dance and personal training sessions and a range of other lifestyle and fitness based activities.

### Cost

\$70.00 per semester (Costs may be subject to change).



# Health & Physical Education

## Strength and Conditioning

The Strength and Conditioning elective is designed to introduce students to weight training principles and exercises, as well as incorporating activities designed to improve their overall health and well being. Students will take part in gym visits in the semester long elective to learn both gym etiquette and safety; followed by sessions where they can implement their training program and discover available gym programs. At the completion of this unit students will have the knowledge necessary to design their own training programs and implement them in local gyms with confidence.

### Cost

\$60.00 per semester (Costs may be subject to change).

## Boys' Team Sports

The Boys Team Sports elective is specifically designed to motivate male students to increase their physical activity and their knowledge of game tactics and strategies. The elective also aims to develop students both socially and physically through participation in the team environment. Students will take part in sports such as AFL, Hockey, International Rules and similar sports that can be pursued in the community.

### Cost

Nil

## Girls' Team Sports

The Girls Team Sports elective is specifically designed to motivate female students to increase their physical activity and their knowledge of game tactics and strategies. The elective also aims to develop students both socially and physically through participation in the team environment. Students will take part in sports such as Netball, Aerobics, Tennis and other similar sports that can be pursued in the community.

### Cost

Nil

## Mixed Team Sports

The Mixed Team Sports elective follows the traditional Physical Education Curriculum at Lalor, being that classes include both boys and girls. Students will develop proficiency in a range of high-level movement and manipulative skills and implement ways of improving the quality of their performance during games, physical activity and sports.

### Cost

Nil



# Specialist Subject

Most of the Specialist Subject options are a semester length; therefore Year 10 students may complete a maximum of four subjects. Availability of subjects will depend on numbers.

Please note that there are costs associated with some specialist subjects.

Choices will come from the following specialist areas:

## Introduction to VCAL

“Everyday of your life is another lesson. If you learn the lesson well and apply it; whether positive or negative, you determine what happens in your tomorrow.”

*David Kofi Awusi*

### Personal Development Skills Foundation

Unit One focuses on the development of appropriate knowledge, skills and attributes in relation to health and wellbeing, family and social connectedness and environmental awareness. Throughout the unit students should develop their critical and creative thinking, planning and organizational skills and problem-solving and interpersonal skills.

#### Areas of Study

Learning Outcome 1 Plan, organise and carry out a simple activity.
Learning Outcome 2 Demonstrate knowledge specific to a simple activity.
Learning Outcome 3 Identify and demonstrate personal and other skills that will contribute to the achievement of a simple activity.
Learning Outcome 4 Demonstrate Problem solving.
Learning Outcome 5 Demonstrate teamwork skills in a simple activity.

### Work Related Skills Foundation

This primary purpose of this unit is to introduce students to basic OHS knowledge and skills in the workplace. This unit also provides opportunities for students to explore career/employment options and to develop job application skills.

#### Areas of Study

Learning Outcome 1 Identify OHS roles and responsibilities of the relevant personnel in a selected work environment.
Learning Outcome 2 Identify and apply basic OHS procedures in a selected workplace.
Learning Outcome 3 Work in a team to plan and undertake a basic OHS activity.
Learning Outcome 4 Research employment opportunities in a selected workplace and learn about conditions of employment
Learning Outcome 5 Prepare an application for an employment opportunity.

#### Assessment Tasks

Assessment may take the following forms:

1. Industry assignment
2. OHS audit and oral presentation
3. Community Awareness Presentation
4. Group project & presentation

#### Cost

Excursion \$30 (costs may be subject to change)

## The Arts

# Studio Arts

“A work of art is the unique result of a unique temperament.”

*Oscar Wilde*

The Year 10 Specialist Art program continues to expand on students' creative skills through a range of materials and processes.

Students are encouraged to explore and express themselves individually and collaboratively. They are exposed to a diverse array of traditional and contemporary artists. This specialist subject is particularly suitable for students who are keen to study Studio Arts at the VCE level.

### Areas of Study

1. Art Appreciation
2. Art Production

### Assessment Tasks

1. Folio One
2. Folio Two
3. Short Answer Responses

### Cost

\$20.00 per semester



# The Commissioned Artist

In The Commissioned Artist course, students take on the role of a practicing contemporary artist. They gain commissions for artworks to be created within the school environment or around the local community. They create a development folio that leads to the creation of a final artwork. Students may choose to work individually or in a group and will work closely with the client on their commissioned piece.

### Areas of Study

1. Studio Production
2. Studio Practice
3. Art Appreciation

### Assessment Tasks

1. Design Brief
2. Developmental Folio
3. Final Artwork

### Cost

\$20.00 per semester



# Drama

“We must all do theatre to find out who we are, and to discover who we could become.”

*Augusto Boal*

The Year 10 Drama course focuses on the development of acting and performance skills in a variety of styles.

Students will gain knowledge and develop skills in dramatic elements, theatrical conventions and stagecraft. Students will then apply their knowledge to a scripted performance. They will develop skills in the areas of dramatic elements, theatrical conventions and stagecraft. Students will also view and review a professional performance.

## Areas of Study

1. Devising Drama and Performance Skills
2. Analysing and Evaluating Performance
3. Dramatic forms and Performance Styles

## Assessment Tasks

1. Ensemble Performances
2. Theatre Performance Review
3. Performance Task

## Cost

\$20.00 per semester

# Architecture and Industrial Design

“Colour planning is crucial in the design of the environment. It's not enough to say that red is red and blue is blue”

*Verner Panton*

In Year 10 Architecture and Industrial Design, students study the environmental and industrial design fields.

Topics covered in this subject include architecture, interior design, landscape design, packaging design and product design. Students develop skills and learn the conventions for technical drawing in these fields. Students may choose to undertake the Visual Communication Design elective which complements the coursework completed in this subject.

## Areas of Study

1. Architectural Design
2. Industrial Design
3. Design Analysis

## Assessment Tasks

1. Architectural Design Folio
2. Industrial Design Folio
3. Design Analysis

## Cost

\$20.00 per semester

**VCE Pathway:** Doing these subjects will enable you to study the following in VCE:

### Studio Arts/The Commissioned Artist/Photography/VCD/Illustration and Design

1. Studio Arts
2. Visual Communication Design

### Drama

1. Theatre Studies

### Media

1. Media

### Music Expression, Performance and Investigation

1. Music Performance

## Media

“Whoever controls the media, controls the mind.”

*Jim Morrison*

Students will begin looking at the three stages of Media production, pre production, production and post production.

Students work both collaboratively and independently on various media productions while working through all the stages. Students watch a fictional film with the focus on media codes and conventions and how they are used together to construct a narrative.

### Areas of Study

1. Narrative
2. Film Codes and Conventions
3. Media Production

### Assessment Tasks

1. Media Production
2. Film Analysis
3. Film Poster Recreation

### Cost

\$20.00 per semester



## Music Expression, Performance and Investigation

Students focus on building their performance and musicianship skills to present performances of selected group and solo music works using one or more instruments.

They critically study the performance techniques of influential artists and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. Through Inquiry-Based Learning, students will explore the following questions:

- How do musicians prepare for an engaging and creative performance?
- How do musical elements characterise the style or genre of music?
- How does one express their cultural identity through music?

Through the development of their own personal style of music performances and/or compositions throughout the course, students will also develop key skills in music theory and composition using music technology.

### Assessment Tasks

1. Digital Listening and Practice Journal
2. Solo or Group Performance (three pieces)
3. Theory and Aural Assessment

Cost:  
\$10.00 per semester

## Photography

“Photography takes an instant out of time, altering life by holding it still.”

*Dorothea Lange*

The Year 10 Photography course explores both the theoretical and practical aspects of photography.

Students will work with digital SLR cameras to create their own photographic works inspired by past and present photographers. They will look at different camera techniques such as camera angles and shots. They will also study other aspects such as shutter speed and aperture and analyse how they affect the overall look and feel of a photograph.

### Areas of Study

1. Camera Techniques
2. Specialist Photographers
3. Studio Process

### Assessment Tasks

1. Test
2. Research Task
3. Photography Folio

### Cost

\$25.00 per semester

## Humanities

# Visual Communication Design

“Design is the conscious effort to impose a meaningful order”

*Victor Papanek*

Students use the design process in order to generate ideas and find solutions to design problems whilst developing their skills in research.

In Year 10 VCD students complete a range of projects from different design fields including product and architecture. This subject is an extension of the Year 9 VCD course. Throughout this class, students will learn the importance of problem solving, critical and creative thinking, and technological literacy, all of which have been identified as important skills in the 21<sup>st</sup> Century.

### Areas of Study

1. Industrial Design
2. Communication Design
3. Environmental Design

### Assessment Tasks

1. Folio of industrial designs
2. Folio of communication designs
3. Folio of environmental designs

### Cost

\$20.00 per semester

# Business Practice

“To succeed in business, to reach the top, an individual must know all that is possible to know about business”

*J. Paul Getty*

This course examines key concepts in the business and commercial world and the importance of small business, and changing technology to our economy and our standard of living.

The course is a preparation for VCE Business Management, Economics and Accounting. We begin with an ‘introduction to businesses’ in Australia to consider how businesses are classified. This is complemented by a unit on the Australian Economy. The course then has a focus on Consumer and Financial literacy which incorporates an introduction to personal and business Accounting. The world of work draws on students’ work experience to consider emerging trends in workforce patterns and employment.

### Areas of Study

1. Categorising Business in Australia
2. The Australian Economy
3. Consumer and Financial Literacy
4. Accounting

### Assessment Tasks

1. Tests
2. Assignments
3. Reports

# Commerce

“Commerce changes the fate and genius of nations.”

*Thomas Gray*

This course examines key concepts in the economic, the legal and the political systems in which we live.

As part of the economic system, we examine the market economic system, the economic issues of trade between our economy and the rest of the world, unemployment and inflation and the social and economic impacts that they have. As part of the legal system, we examine the individual and legal issues. As part of the political system, we examine how we are governed and political involvement with various contemporary political issues. This is a preparatory subject for VCE Legal Studies and Economics.

### Areas of Study

1. Our economy – government and business
2. Global Link – trade
3. Employment and issues – unemployment and inflation
4. The law in action – the individual and legal issues
5. How we are governed – politics and government
6. Political Involvement – the individual and political issues

### Assessment Tasks

1. Tests
2. Project/Assignment
3. Case Study

### VCE Pathway

Doing humanities subjects will provide a good introduction to study the following in VCE:

1. Accounting
2. Business Management
3. Economics
4. Legal Studies
5. Geography
6. Global and Australian Studies
7. History
8. Sociology

## Juvenile Justice

“There is no better way to exercise the imagination than the study of law.”

*Jean Giraudoux*

This subject will introduce Year 10 students to the Australian legal system, while focusing specifically on legal issues that concern young people.

At the completion of the subject students will have been provided with a solid understanding of their rights, and how young people are affected by laws and the legal system. This is a preparatory subject for VCE Legal Studies.

### Areas of Study

1.The Rights of the Individual in Law
2.Young People and the Law
3.Human Rights

### Assessment Tasks

1. Research assignment
2. Test
3. Assignment

### Cost

\$15.00 for school produced resource.  
(Costs may be subject to change).

## Cold War History

“Mankind must put an end to war or war will put an end to mankind.”

*John F. Kennedy*

Students will explore ideological conflicts of the late twentieth century as well as the world in terms of political, social and cultural changes, post World War II.

Students will gain an understanding of the core conflict between communism and capitalism in the latter half of the twentieth century. Their study may include the following events:

- The end of World War II: The Yalta Conference and the Potsdam Agreement
- The Berlin Blockade
- The Korean War
- The Cuban Missile Crisis
- The Vietnam War
- The Fall of the Berlin Wall

### Areas of Study

1.Origins of the Cold War
2.Events and Consequences of Cold War
3.End of Cold War
4.International Relations since Cold War

### Assessment Tasks

1. Research Assignment
2. Document Analysis
3. Essay

### Cost

\$15.00 for school produced resource.

### VCE Pathways

Students undertaking this subject will find that it serves as a useful introduction to VCE studies of Global and Australian Politics, Geography, History and Health and Human Development.

# Rivalry, Power and Passion

“Those who do not study history are doomed to repeat it.”

*George Santayana*

Students will be introduced to the study of concepts through the inquiry method that prepares them for the study of modern History.

They will study concepts such as Imperialism, Government, Religion, Society, Commerce, Science and Philosophy. The study of these concepts will be supported within the historical events and people who have become well known historical figures. Students will analyse the changes that were implemented from the 16th, 17th, 18th and 19th centuries, and evaluate their significance in the creation of our modern society.

### Areas of Study

1. Renaissance & Reformation
2. Exploration
3 Enlightenment
4. Revolutions

### Assessment Tasks

1. Research Assignment
2. Document Analysis
3. Essay

### Cost

\$15.00 School produced resource.

## English

# Journalism

“Journalism without a moral position is impossible. Every journalist is a moralist. It’s absolutely unavoidable.”

*Marguerite Duras*

The course focuses on studying print media and writing for different purposes relating to journalism.

Students will examine a newspaper’s structure, compare broadsheet and tabloid journalism and will write in a variety of styles and forms for a range of audiences. Students will look at how journalists explore issues and will consider the problems associated with bias in the print media.

### Areas of Study

1. Writing Techniques
2. Features of a newspaper
3. Ethics in journalism

### Assessment Tasks

1. Folio of Writing
2. Feature Article
3. Test
4. Oral presentation; Ethics in Journalism



# Literature

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.”

*C.S. Lewis*

The course focuses on the discussion of various literary forms, styles and genres.

Students will develop written responses to texts which display an understanding of the author’s style, language and values. It examines the language and terminology associated with formal literary criticism, and develops students’ skills in essay writing and critical awareness in response to a specific literary style.

### Areas of Study

1. To read widely and independently
2. To understand the variety of human experience and the critical appreciation of our culture and the cultures of others, as it is represented in literature
3. To develop the ability to read closely and critically
4. To present analytical, critical and creative responses

### Assessment Tasks

- 1 Essay
2. Oral Presentation
3. Writing folio

### VCE Pathway

Doing these subjects will enable you to study the following in VCE:

1. Literature
2. English
3. English as an Additional Language
4. Media

# Film Analysis

“The more interpretations we gather, the easier it becomes to gain a sense of the whole”.

*Margaret J. Wheatley*

Students will be exposed to a range of films with the purpose of analysing different film techniques used to position a viewer to reach a particular opinion. Investigate to understand different societies in terms of government, beliefs, politics, social issues and reactions to events. Students will be required to interpret scenes, music, character development, consequences and implications.



## Areas of Study

1. Critically Analysing Types of Government
2. Analysing social changes through a different perspective
3. Character and story development

## Assessment Tasks

Assessments may take the following forms and will consist of at least three pieces of formal assessments.

1. Analytical Essay
2. Persuasive Essay
3. Report
4. Film Review
5. Comparison Essay



# Languages

“A different language is a different vision of life.”

*Federico Fellini*

Fluency in a second language is a valuable skill both in the workforce and in life. Choosing a language as a subject has many benefits at VCE level too.



Each of the four languages will be offered at Year 10 in 2022. Students must continue with the subject they have been studying for the past three years or receive a recommendation from a teacher if some experience or background in the language is evident. While all four languages will be offered it should be noted that each of these classes will only run if there are sufficient numbers.

*Please note: Students selecting a language will need to choose this subject for both Semester One and Semester Two.*

## French

This course is designed to extend students' knowledge and develop their language skills in listening, speaking, reading and writing in the French language. The course will focus on the preparation of students for VCE French.

**Communication:** Students will use the French language to express and exchange information, ideas, opinions and personal experiences in speech and writing. They will also develop the ability to employ the language within a variety of forms.

**Intercultural:** Students will develop an understanding of the French speaking community's culture as a basis for the understanding of other cultures.

## Greek

This course is designed to extend students' knowledge and develop their language skills in listening, speaking, reading and writing in the Greek language. The course will focus on the preparation of students for VCE Greek.

**Communication:** Students will use the Greek language to express and exchange information, ideas, opinions and personal experiences in speech and writing. They will also develop the ability to employ the language within a variety of forms.

**Intercultural:** Students will develop an understanding of the Greek speaking community's culture as a basis for the understanding of other cultures.

## Macedonian

This course is designed to extend students' knowledge and develop their language skills in listening, speaking, reading and writing in the Macedonian language. The course will focus on the preparation of students for VCE Macedonian.

**Communication:** Students will use the Macedonian language to express and exchange information, ideas, opinions and personal experiences in speech and writing. They will also develop the ability to employ the language within a variety of forms.

**Intercultural:** Students will develop an understanding of the Macedonian speaking community's culture as a basis for the understanding of other cultures.

## Italian

This course is designed to extend students' knowledge and develop their language skills in listening, speaking, reading and writing in the Italian language. The course will focus on the preparation of students for VCE Italian.

**Communication:** Students will use the Italian language to express and exchange information, ideas, opinions and personal experiences in speech and writing. They will also develop the ability to employ the language within a variety of forms.

**Intercultural:** Students will develop an understanding of the Italian speaking community's culture as a basis for the understanding of other cultures.

### Areas of Study for all Languages

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

### Assessment Tasks for all Languages

1. Oral Task
2. Written Task
3. Comprehension Task

### Cost:

\$15 for Greek school-produced resource

# Accelerated Languages

French, Greek, Italian and Macedonian will be offered at an accelerated level at Year 10 in 2022. This course is targeted at students who wish to begin the study of a language. This includes those who have not previously studied a language and those who wish to experience a second language, in addition to the one they have studied for the previous three years. These will be intensive, accelerated courses which prepare students for VCE Italian, VCE French, VCE Macedonian and VCE Greek. At the VCE level, languages are scaled up in the calculation of the ATAR.

While languages will be offered at the accelerated level it should be noted that each of these classes will only run if there are sufficient numbers. If classes have limited numbers students will be given an opportunity to take one language class. i.e If French has eight students and Italian has seven students, the students from the Italian class will have a chance to join the French class.

*Please Note: Students choosing an Accelerated Language will need to choose this subject for both Semester One and Semester Two.*

## Accelerated Languages

This course is designed for students who have not previously studied French, Italian, Macedonian or Greek and who are prepared to work at an accelerated pace. It also caters for students who would like to study a second language, other than the language that they are studying in Year 9. The course will prepare them for the study of languages at the VCE level.

The course will extend students' knowledge and develop their language skills in listening, speaking, reading and writing in the language.

**Communication:** Students will use the language to express and exchange information, ideas, opinions and personal experiences in speech and in writing. They will also develop the ability to employ the language in a variety of forms.

**Intercultural:** Students will develop an understanding of speaking community's culture as a basis for the understanding of other cultures. They will also look at the changing world of the culture and influence on the rest of the world.

## Areas of Study

Accelerated Languages

1. The Individual – personal world, health, leisure, education and aspirations
2. Italian, French, Macedonian and Greek speaking communities – historical perspectives, lifestyle, arts, entertainment, social and contemporary issues
3. The Changing World – Migration, tourism & hospitality, trade and commerce and work

## Assessment Tasks

Accelerated Languages:

1. Oral Task
2. Written Task
3. Comprehension Task

## Cost

Excursions approximately \$20.00. (Costs are subject to change).

## Science

# Basic Psychology

“Psychology cannot tell people how they ought to live their lives. It can however provide them with the means for effecting personal and social change.”

*Albert Bandura*

Psychology is an exceptionally broad topic, with numerous branches that explore very specific areas of the mind, brain and behaviour.

Basic Psychology is a general psychology course aimed at introducing students to the scientific study of the mind and human behaviour. This course will explore some of the major specialty areas within psychology and some of the major topics of interest for each branch of psychology.

This course is recommended for students that have an interest in Psychology and wish to gain a greater understanding of the subject before attempting Unit One and Two Psychology at VCE.

*Please note: Some sensitive content may be covered during the course i.e. mental illnesses, treatments.*

### Areas of Study

1. Introduction to Psychology
2. Psychology as a Science
3. Sport Psychology
4. Clinical Psychology
5. Forensic Psychology
6. Educational and Developmental Psychology

### Assessment Tasks

1. Module Test
2. Inquiry Task

### Cost

This course may involve an excursion to be determined.

# Electronics

“Knowing how things work is the basis for appreciation and thus a source of civilised delight.”

*William Safire*

This course examines key concepts in electronics, circuits and programming that lead to robotics.

Electricity was the first practical way to transport energy over long distances between central power stations and homes or factories. It also allowed the construction of numerous new devices that were impractical by mechanical means only. Many formerly mechanical devices became much smaller, more efficient and faster through the introduction of electric components. Electronic technology is a dominant force in today's society. Students will learn about simple circuits through to programming robotic devices in this semester course. The great power and versatility of electronic devices, and consequently their widespread application, make it important that students obtain a practical familiarity with electronics.

### Areas of Study

1. Theory of Electrical Circuits
2. Soldering Techniques
3. Arduino Circuits and Programming

### Assessment Tasks

1. Circuit Theory Test
2. Soldering Practical
3. Arduino Robot Inquiry Task

### Cost

\$50.00 per semester



## Technology

# Product Design and Technology

“The design process, at its best, integrates the aspirations of art, science, and culture.”

*Jeff Smith*

Students learn how to design and manufacture a number of products by working with various materials, components, tools and equipment.

The Product Design and Technology course is a practical course for the most part. The course allows students the chance to explore and work using resistant materials, with the design and manufacture of products as the primary focus. There is also the flexibility to incorporate additional materials from outside the designated context. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students use their research, creativity, innovation and thinking skills combined with technology to generate original ideas to produce a realistic solution with the aid of 2D and 3D drafting software. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills; such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and as consumers, enables them to make more informed decisions about the use and misuse of technology.

### Areas of Study

1. Safety in workshop
2. Types of resistant materials and manufacturing
3. Design and working drawing (2D/3D CAD)
4. Sustainability
5. Project Construction and Evaluation

### Assessment Tasks

1. Design folio and theory notebook
2. Production Work
3. Evaluation

### Cost

\$35.00 per semester

# Mechatronics and Engineering Systems

Mechatronics and Engineering systems is a practical course focusing on real life engineering solutions. It is designed to prepare students for a future in the technological world by providing the foundation for life-long learning about systems engineering.

Mechatronics and Engineering systems provide a focus on practical design through creative and industry relevant opportunities that enable students to investigate, research and construct systems based engineering products. This subject provides students with opportunities to apply engineering, programming and electronic processes: understand underpinning scientific and mathematical principles and develop engineering, electronic and robotic technology skills.

Mechatronics and Engineering systems caters for the learning needs of all students, from those seeking a career in the many varied engineering disciplines to others pursuing an avid interest in the subject. Students will be choosing a course that will allow them to achieve post-school destinations into a range of careers including engineering, automation, robotics, science, aviation, mechanics, fabrication and electrical trades, drafting, architecture and other practical and technology related work and engineering.

### Area of Study

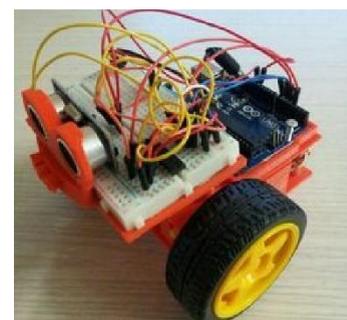
1. Introduction to Integrated Engineering Systems
2. Mechanical and Electrical Engineering Fundamentals
3. Clean Energy Technologies
4. Project Construction and Evaluation
5. Computer Aid Drafting

### Assessment

1. Investigation and Calculation
2. Production Work
3. Evaluation

### Cost

\$55.00 per semester



### VCE Pathway

Doing these subjects will enable you to study:

VCE Product Design and Technology

VCE Engineering Systems

# Food Technology

“Cooking is an art, but all art requires knowing something about the techniques and materials.”

*Nathan Myhrvold*



There are elements of this course that have much in common with the previous years of study within Food and Technology.

At the Year 10 level, this builds on the development of the student's skills in managing and manipulating materials and ingredients as well as components and processes to produce a variety of products.

Students study appropriate safety and hygiene procedures and demonstrate ways of preparing and storing a range of foods to ensure they are safe to eat. Students learn how to analyse the nutritional requirements in the chemical and physical properties of food, to ensure they make informed decisions about how this information can influence their food choices. Students follow the design process and investigate the requirements of a design brief in order to produce a product for a specific purpose. Students explore a range of design options and produce their preferred option. Students will then use criteria to analyse, evaluate and make suggestions for modifications.

*There will be theoretical and practical components to this course.*

## Areas of Study

1. Design Process
2. Food Spoilage and Poisoning
3. Cooking processes
4. Physical and chemical properties of food
5. Nutrition
6. Practical cooking skills
7. Sustainability

## Assessment Tasks

1. Research Assignment
2. Food preparation and management
3. Tests

## Cost

\$55.00 per semester

# Digital Technology

“The proper artistic response to digital technology is to embrace it as a new window on everything that’s eternally human, and to use it with passion, wisdom, fearlessness and joy.”

**Ralph Lombreglia**

This subject provides students with a range of opportunities to achieve an understanding of digital technology and to experience a pathway towards future subject offerings as part of the VCE Applied Computing and technology-based TAFE and University courses.

This elective is based on giving students a chance to learn about three key study areas – the presentation of data, programming to meet a user’s need and cyber security. Included in addition is a focus on new technologies – virtual and augmented reality and artificial intelligence – to allow students the chance to not just study but experience a topic with immediate relevance for the future. Students will build on their understanding of a method of solving problems that underpin all software solutions. They will also work on storing and presenting information and use efficient techniques to create quality software solutions to meet a customer need.

## One Semester

### Areas of Study

1. Data Graphics and Visualisation
2. Programming
3. Virtual Reality (VR), Augmented Reality (AR) and Artificial Intelligence (AI)
4. Cyber Security

### Assessment Tasks

1. Data Graphics Folio
2. Programming Project
3. VR /AR /AI Project
4. Cyber Security Project



# Concepts of VCE Health & Physical Education

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”

**John F. Kennedy**

This Year 10 elective subject will provide students with an introduction to important concepts covered in both VCE Physical Education and Health and Human Development.

Students are encouraged to undertake this primarily theory based subject if they wish to choose these VCE subjects.

Students will study the following topics with a focus on the skills required in VCE:

- Musculoskeletal System
- Cardiovascular System
- Energy Systems
- Drugs in Sport
- Subjective & Objective methods of assessing physical activity
- Health & Wellbeing
- Human Lifespan
- Australia's Health (including a focus on Indigenous Health)
- Nutrition
- Government & non-government strategies to promote health & the Ottawa Charter
- Introduction to the Sustainable Development Goals

## Assessment Tasks

1. Physical Education Component-Laboratory report write-ups
2. Health & Human Development Component-Research Assignment
3. End of Semester Test

# VCE Subjects

Students may choose to study one of the following VCE Unit 1 & 2 subjects, if they are able to demonstrate an ability to achieve\*. All subjects will run for two semesters and therefore the student will only be able to undertake two Year 10 semester length units from the specialist subject selections.

It is unlikely that all VCE subjects offered will run. Student choice will determine which subjects will run in 2022.

\*Students will need to demonstrate an aptitude, both in terms of academic success and maturity to attempt one of these subjects.



## Biology

“Biology is truly a land of unlimited possibilities. We may expect it to give us the most surprising information, and we cannot guess what answers it will return in a few dozen years... They may be of a kind which will blow away the whole of our artificial structure of hypothesis.”

*Sigmund Freud*

If you have an interest in plants, animals, or even dissections, Biology is definitely the subject for you.

Looking at how the natural environment and plants and animals have evolved is also a feature of this subject. Biology is a useful Science and provides a prerequisite subject for a number of courses. If you have an interest in plants, animals, or even dissections, Biology is definitely the subject for you. Looking at how the natural environment and plants and animals have evolved is also a feature of this subject. Biology is a useful Science and provides a prerequisite subject for a number of courses.

### Unit One

#### How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Students will adapt/design and conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and reach a conclusion in response to the research question.

### Unit Two

#### How does inheritance impact on diversity?

Students explore reproduction, the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the process of meiosis and consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Students analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse asexual and sexual reproductive strategies, including reproductive cloning technologies. They study structural, physiological and behavioural adaptations and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### Assessment Tasks

Assessment may include practical reports, tests, data analysis, bioinformatics and an exam. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is also to be undertaken.

Students will complete a student-directed research investigation into a contemporary ethical issue related to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

# Business Management

“To succeed in business, to reach the top, an individual must know all it is possible to know about that business.”

*J.P. Getty*

If you wish to learn about, and have contact with, the world of business, then Business Management may be for you. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives.

Each unit exposes students to real business scenarios and/or direct contact with business. It focuses on the issues facing managers and organisations in Australia and the rest of the world.

## Unit One

### Planning a business

This unit covers the following:

- How and why business ideas are created and developed, and explain the methods by which a culture of business innovation is generated in a nation
- Identifies various factors including taxes, laws, customers, suppliers and others which may affect business planning
- Examines the variety of influences such as finance, employees, location, impact on business plans. Students will generate a business plan.

## Unit Two

### Establishing a business

This unit covers the following:

- When establishing a business, owners must ensure they are complying with legal and financial record keeping requirements. The process of establishing effective policies and procedures.
- The importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analysis effective marketing and public relations.
- The staffing needs for a business and evaluating the benefits and limitations of management strategies in this area.

### Assessment

One or more of the following will be completed:

Small business investigation, research activity, case study, analytical exercise, marketing plan and examination.

# Environmental Science

“The object is to teach the student to see the land, to understand what he sees, and enjoy what he understands.”

*Aldo Leopold*

Are you interested in environmental issues? Do you want to know more about the Earth's structure and the impact of humans on the environment? If you do, then this is a subject you will enjoy.

## Unit One

### How are Earth's systems connected?

This unit focuses on the examination of the Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. From a systems' perspective, it explores the physical requirements for life and considers the effects of natural and human-induced changes in ecosystems. Investigations are conducted into the physical environment, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Consideration of the biotic and abiotic components of local ecosystems can be monitored and measured.

## Unit Two

### How can pollution be managed?

This unit explores the concept of pollution and associated impacts on the Earth's four systems through global, national and local perspectives. Examination of wastes, contaminants and pollutants is undertaken and the management of pollution is considered. The effects of pollutants on the health of humans and the environment over time are analysed. The rules for the use, treatment and disposal of pollutants are considered and the different perspectives of those who are affected by pollutants are evaluated. The significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants are examined. The relationship between the Earth's four systems and the impact of pollutant effects on each system are examined.

### Assessment Tasks

Assessment Tasks include one or more of the following; fieldwork and report, written report, practical investigation, case study, tests and exams and a multimedia report.

# Health & Human Development

Health and Human Development is a subject that can be used in everyday life. You learn about physical, mental and social health and development across the human lifespan, as well as the factors that determine these.

## Unit One Understanding health & wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterized by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Areas of Study:

1. Health perspectives and Influences
2. Health and Nutrition
3. Youth Health & Wellbeing

## Unit Two Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Areas of Study:

1. Developmental Transitions
2. Health Care in Australia

### Assessment

Students will complete a least one task for each outcome. A range of tasks may be chosen, such as: an oral presentation, structured questions, written report, a visual presentation. A full range can be found in the VCAA study design for Health & Human Development.

# Music Performance

“Without music, life would be a mistake.”

*Friedrich Nietzsche*

Music Performance aims to broaden and enrich students’ musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage life-long engagement with music and music making.

## Units One and Two

These units focus on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performance

## Units Three and Four

These units focus on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-the-year examination. As part of their preparation, students will also present performances of both group and solo works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

## Assessment

The final performance examination will contribute 50% to the assessment and the written examination will contribute 20%. The other 30% consists of school-based assessment, which may include oral or multimedia presentations and aural, theory, written and practical tests.



# Physical Education

“You don’t stop playing because you grow old,  
you grow old because you stop playing.”

*George Bernard Shaw*

Physical Education is recommended to anyone who is interested in learning about the body and enhancing their knowledge and performance of a skill. The course is mainly theory based, however practical activities are undertaken to help support students in developing their understanding.

## Unit One

### The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## Unit Two

### Physical activity, sport and society

This unit develops students’ understanding of physical activity, sport and society from a participatory perspective.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/ or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### Assessment

Students will complete an assessment task for each outcome studied. For Unit One and Unit Two there is a set task students must complete. Further tasks will be selected from the provided list in the study design provided by VCAA.

### Costs

Excursions and incursions may be planned for this subject that will incur a cost.

# Psychology

“The brain struggling to understand the brain is society trying to explain itself.”

*Colin Blakemore*

Do you want to know how the brain works? How do individuals develop? Why are individuals all different and unique? How does the brain function and how do people learn? If you are interested in this, Psychology is a good subject for you to do.

## Unit One

### How are behaviour and mental processes shaped?

In this unit, students are introduced to the development of contemporary and classical theories in order to understand the brain and its functions, and to explain the development of thoughts, feelings and behaviours. Impairments of brain functioning and human development are investigated with reference to Parkinson's disease and brain damage. The way biological, psychological and social factors interact to affect a person's psychological development are explored. Students consider the interactive nature of hereditary versus environmental factors in investigating typical or atypical psychological development including emotional cognitive and social development, and disorders of psychological development.

## Unit Two

### How do external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students investigate how perception of stimuli enables an individual to interact with the world around them and how distorted perceptions can impact how they interact with the world. The way factors and contexts can influence the way an individual or group behaves is explored in order to understand human perception. Students complete a practical investigation related to external influences on behaviour.

### Assessment Tasks

Assessment tasks will include one or more of the following; research investigations, folio of activities, media response, visual presentation, test, essay or data analysis.

# Sociology

“Neither the life of an individual nor the history of a Society can be understood without understanding both.”

C. Wright Mills

Have you ever wondered why people behave the way they do? Have you ever questioned why people break the rules and commit crimes? Have you ever questioned what makes people connect? You may then be interested in Sociology. Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. It assists in the development of an understanding of human behaviour and social structures.

## Unit One

### Youth and Family

In this unit students will seek to understand the way youth and adolescence are constructed as social categories through observing the differing experiences of young people. The reasons for the differing experiences will be investigated as well as the potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students will also investigate the social institution of the family to explain the purpose and experiences of family life. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies will be explored as they have been identified as influencing the traditional view of the family.

## Unit Two

### Crime and Deviance: Social Norms Relating to Deviance

This unit will explore the concept of deviance, particularly the differing explanations of what constitutes deviant behaviour. Students will also explore the phenomenon known as moral panic and the impact this has on individuals in society. Students investigate crime and punishment through exploring patterns of crime and considering the significance of a range of factors, such as class, gender, age and race/ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

### Assessment

Assessment will include one or more of the following tasks: interview and report, research report, test, film analysis, annotated media file, extended responses, essay or multimedia presentation.

# Studio Arts

“Creativity is piercing the mundane to find the marvellous”

*Bill Moyers*

Studio Arts provides students with a great way to express themselves and to learn skills which are not taught in other subjects. It provides a chance to work on something practical and ‘hands on’.

*\*Please note: Students who undertake Units 1 and 2 Studio Arts in Year 10 are not to choose Year 10 2D Art and Year 10 3D Art as specialist subjects..*

## Unit One

### Studio inspiration and techniques

This unit involves students researching and recording art ideas that are documented in a selected form. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. Students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

## Unit Two

### Studio exploration and concepts

This unit focuses on students developing artworks through an individual studio process based on visual research and inquiry. Students also focus on the analysis of historical and contemporary artworks by at least two artists from different times and cultures.

### Assessment Tasks

Assessment tasks include; a folio, including design explorations and artworks, short answer responses and end of semester exams.

### Cost

\$80.00



