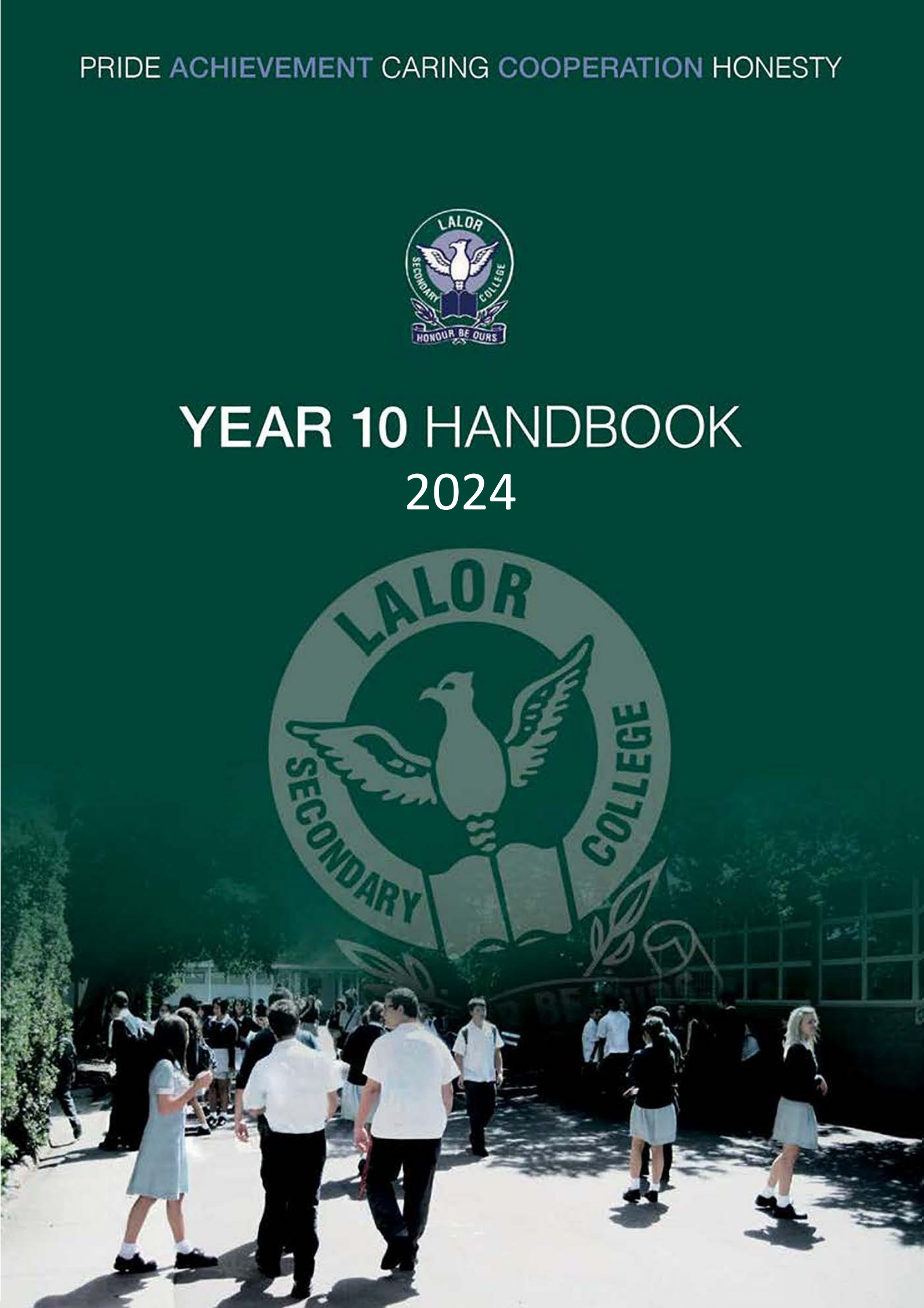
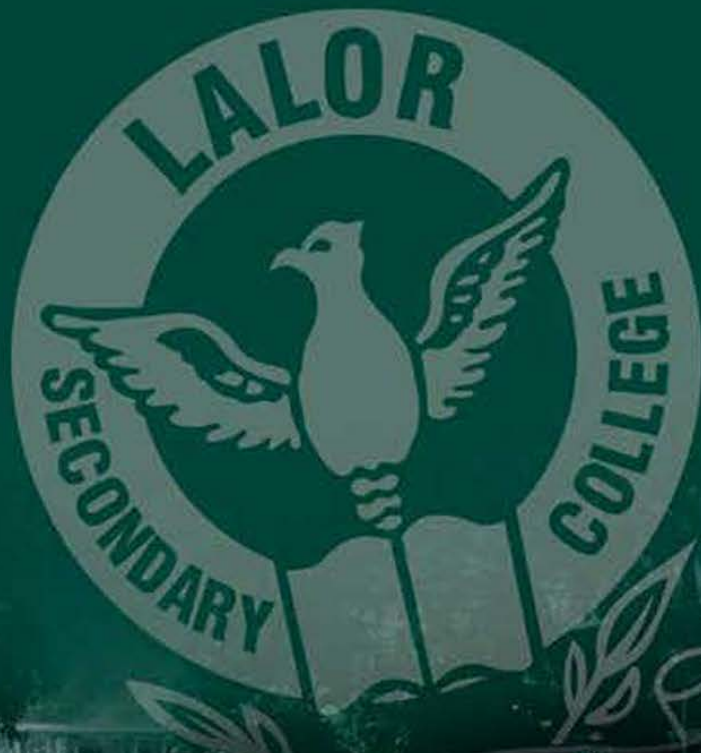


PRIDE ACHIEVEMENT CARING COOPERATION HONESTY



YEAR 10 HANDBOOK 2024





LALOR SECONDARY COLLEGE

YEAR 10 HANDBOOK
2024



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

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

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LALOR SECONDARY COLLEGE

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Assistant Principal (Middle Years)

Ms Julie Ryan

Assistant Principal (Junior Years)

Mr Josh Simpson

**Year 9 and 10 Sub-School
Leader**

Ms Mary-Anne Lilikakis

Curriculum Leader

Ms Lana Siryani

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 2024 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, including the VCE Vocational Major 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 21st 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, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, 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 Peer Support, After School Homework Club 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 including the Vocational Major 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, within the newly revised VCE and VCE Vocation Major study, 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 '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
- Motion and Energy
- 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;

- Architecture and Industrial Design
- Basic Psychology
- Basic Sociology
- Business Practice
- Cold War History
- Commerce
- Concepts of HPE
- Drama
- Digital Technologies
- Electronics
- Food Safari
- Journalism
- Juvenile Justice
- Languages (*continued from Year 9–2 semesters*)
- Literature
- Media
- Music Digital

- Photography
- Product Design & Technology
- Revolutions
- 3D Art Making
- 2D Art Making
- Fashion Design - Textiles
- Visual Communication Design
- The Universe
- The Science of Skincare

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 Art Making and Exhibiting as a specialist subject.

The following VCE subjects are offered for Year 10 students;

- Biology
- Business Management
- Environmental Science
- Health & Human Development
- General Mathematics
- Physical Education
- Psychology
- Sociology
- Art Making and Exhibiting

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 and Viewing - Novel - Film	1. Reading - Play - Multi-modal texts
2. Writing - Analytical Essay - Creative Response - Personal Response	2. Writing - Analytical Essay - Argument Analysis
	3. Speaking and Listening - Oral presentation

Suggested Assessment Tasks

Semester One

1. Text Response Essay
2. Creative Response
3. Personal Response
4. Examination

Semester Two

1. Analytical Essay
2. Argument Analysis
3. Oral Presentation
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, 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

Suggested 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
Pythagoras and 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
Algebra	Trigonometry
Rational and Irrational Numbers	Polynomials
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. This subject will act 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.

Suggested 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 way 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. Students will gain insight to the 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 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 and Sustainability

This unit looks at sustainability, the cycles that support life 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 achieving 60% in a Semester Two specialist subject will allow you to study one or more of the following in VCE Science:

Biology

Chemistry

Physics

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.

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.

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.

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

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 |

Suggested 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.

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, Ice Skating 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-competitive 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 in the semester long elective to learn both gym etiquette and safety. At the completion of this unit students will have the knowledge to participate in a gym setting with confidence.

Cost

Nil

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

Areas of Study

Semester One

1. Body Systems
2. Mental Health
3. Respectful Relationships
4. Consent (sexual)

Semester Two

1. Party Safe Inquiry
2. Sport Psychology
3. Coaching

Specialist Subjects

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:

The Arts

2D Art Making

“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 Art Making and Exhibiting at the VCE level.

Areas of Study

1. Art Appreciation
2. Art Production

Suggested Assessment Tasks

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

Cost

\$20.00 per semester

3D Art Making

Learning Focus

In Year 10 3D Art Making, students will develop skills in producing 3D sculptures using variety of materials and sculptural artforms. They will use materials including clay and tiles to create 3D artworks. Students will build an awareness of how and why artists realise their ideas through different visual arts practices. Students will refine a personal aesthetic through working and responding perceptively as an artist.

Areas of Study

1. Art Appreciation
2. Art Production

Suggested Assessment Tasks

1. Folio One
2. Art Appreciation Task
3. Folio Two

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 of dramatic elements, theatrical conventions and stagecraft. Students will then work collaboratively to apply their knowledge to both scripted and devised performances.

Areas of Study

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

Suggested Assessment Tasks

- 1. Naturalism Performance
- 2. Theatrical Styles Research Task
- 3. Ensemble Performances

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.

Students have the opportunity to look in-depth at the architecture and industrial design fields. They develop skills and learn the conventions for technical drawing in both fields. Students also learn about the design process as they design work in response to a client and brief. 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

Suggested Assessment Tasks

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

Cost

\$20.00 per semester

Media

“Whoever controls the media,
controls the mind.”

Jim Morrison

Students will begin to
explore the five stages of
media production.

Students will gain an understanding of
media terminology and processes. They
will work collaboratively to create various
media products using film and print.

Areas of Study

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

Suggested Assessment Tasks

1. Test
2. Mini Folio
3. Media Production

Cost

\$20.00 per semester

Music: Digital Music

Learning Focus

In Digital Music students will be
given the opportunity to explore
different ways in which music can
be created by using their laptop.
They will research Music
Production techniques used by
influential artists and employ these
techniques in their own productions
and compositions eg. Remixes,
mash-ups, looping and sampling.

Students will listen to different
types of music to understand
structure and be introduced to
some to the technical aspects that
can be used in their own music.
Students will work on developing
their ‘ear’ as well as looking at
different types of music notation.

Suggested Assessment Tasks

1. Theory Test
2. Creative Assessment
3. Reflection Task

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. Production Process
3. Editing

Suggested Assessment Tasks

1. Test
2. Photography Folio One
3. Photography Folio Two

Cost

\$25.00 per semester

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 21st Century.

Areas of Study

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

Suggest Assessment Tasks

1. Folio One
2. Design Brief
3. Folio Two

Cost

\$20.00 per semester

Business

"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

Suggested 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

Suggested Assessment Tasks

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

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

Suggested Assessment Tasks

1. Assessment - Test
2. Assignment - Research
3. Assignment - Research

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

Suggested Assessment Tasks

1. Research Assignment
2. Document Analysis
3. Essay

Revolutions

“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.To read widely and independently
2.To understand the variety of human experience and the critical appreciation of our culture 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

Suggested Assessment Tasks

1. Essay
2. Oral Presentation
3. Writing Folio

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 newspaper 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

Suggested 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 develop 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

Suggested Assessment Tasks

- 1 Essay
2. Oral Presentation
3. Writing folio

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.

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

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. The Brain
4. Sleep
5. Forensic Psychology
6. Human Connection

Suggested Assessment Tasks

1. Scientific Poster
2. Module Test

Cost

This course may involve an excursion to be determined.

Electronics STEM

“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.

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

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

Suggested Assessment Tasks

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

Cost

\$50.00 per semester

The Science of Skincare

This subject will introduce students to the biology and chemistry of skin and the influences of the skincare industry.

The major topics to be covered throughout the semester include:

Sunscreen chemistry and UVA UVB protection, skin conditions and skin types, skincare including chemical compounds, pH of products and skin, the interactions of skincare chemicals, and biochemistry pathways. Students will investigate the ethics of testing products, and develop an understanding of the following:

- Formulations of eyeshadows versus lipsticks versus foundations
- Colour theory for foundations
- Application of cosmetics: Hygiene – microbiology swabs, clean versus dirty tools
- Removal process for makeup

Suggested Assessment Tasks

1. Scientific Poster comparing physical and chemical sunscreens
2. Test on skincare chemistry
3. Assessed practical on hygiene using microbiology practical

Cost

\$56.00 per semester

Basic Sociology

“Everybody’s a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, developed and change.

There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

Students will be introduced to the study of society through the use of functionalist, feminist, conflict, and symbolic interactionism perspectives. There will be a primary focus on stereotypes and students will study how concepts such as Socio-Economic status, Race, Ethnicity and Gender can play a role in community perception.

Areas of Study

1. Family and Youth
2. Stereotypes
3. Social Norms - Deviance
4. Social Norms - Crime

Suggested Assessment Tasks

1. Structured Questions and Extended Responses
2. Film Analysis
3. Research Report

The Universe

The universe is all of space and time and their contents. This includes planets, stars, galaxies and all other forms of matter and energy. The Big Bang theory is the prevailing cosmological description of the development of the universe.

In this subject students will study the interactions of matter focusing on the Big Bang theory, the evolution of the universe including the formation of stars, galaxies and planets and the origins of life as we know it.

Areas of Study

1. Ancient/Indigenous Astronomy
2. Life Cycle of Stars
3. Cosmology: Study of Galaxies
4. The Big Bang Theory
5. Formation of Planets and Moons
6. Origins of Life

Suggested Assessment Tasks

1. Test
2. Scientific Poster

Technology

Product Design and Technology

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

Jeff Smith

Are you interested in design and would like to know more about construction and manufacturing? In Product Design and Technology, you will design products by working with various materials, components, tools and equipment.

The Product Design and Technology course provides many opportunities for students to apply practical skills and processes when using technologies and to employ resources and advanced manufacturing technologies. 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 technical drawings, pencil rendering, and computer aided drawing (CAD). During this development, students will acquire the hand and machine skills necessary to safely work with a range of different materials, as well as the introduction to modern control system technology using computers and automation processes like CNC and Laser. This course is designed to better prepare students to pursue upper school courses in further years of study, and to begin preparing students to work in industry by providing them with useful skills and knowledge.

Areas of Study

1.	Design Fundamental and OH&S
2.	Human Centered Design & Sustainability
3.	Integrated Engineering and Manufacturing Process
4.	Technical Drafting (including CAD) and Automation
5.	Project Construction and Evaluation

Suggested Assessment Tasks

1. Design folio and theory notebook (40%)
2. Production Work (50%)
3. Evaluation (10%)

Cost

\$40.00 per semester

Fashion Design: Textiles

Learning Focus

In Year 10 Fashion, students will work independently to design, produce and evaluate an item of clothing. They will develop their own design brief and through responding to it will learn about the 'design process'. Students will learn freehand drawing techniques, pattern making and adjustment, sewing techniques and design analysis/research exploring themes of fashion history and sustainability.

Areas of Study

1. Design Process
2. Garment Production
3. Design Analysis

Suggested Assessment

1. Garment Production
2. Research Presentation
3. Upcycled Fashion Design

Cost

\$65.00 per semester

Food Safari

This subject investigates the factors related to food choice and the influence of multiculturalism in everyday cooking.

This focuses on using a range of materials, tools and equipment to make cultural fusion recipes. Students practice food safety and hygiene elements in relation to food poisoning as well as for general purposes to enhance on a wide range of skills. They will look at different ingredients and cooking processes from a range of cultures that make up Australia's diverse nation. Students will take an exciting trip around the World each week, looking at different cuisines and will study changes in patterns of food consumption and their impact on Australian cuisine.

There will be theoretical and practical components to this course.

Areas of Study

1. Design Process
2. Cooking processes
3. Practical cooking skills
4. Sustainability

Suggested Assessment

1. Design Task
2. Research Task
3. Theory Test

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 is for students interested in programming and creating software solutions. It provides 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
4. Cyber Security

Suggested Assessment

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

Concepts of 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 subject introduces students to 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 a number of topics with a focus on key terms and the skills required in VCE.

One Semester

Areas of Study

1. Influences on Health and Wellbeing
2. Nutrition
3. Australia's Health (including a focus on indigenous health)
4. Body and Energy Systems
5. Drugs in Sport

Suggested Assessment Task

- Health & Human Development Component-Research Assignment
- Physical Education Component-Laboratory report write-ups
- 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 2023.

*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 and explore malfunctions in these systems.

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

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

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives. It 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:

- Students should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- Students should be able to describe the internal business environment and analyse how factors from within it such as finance, employees and location may affect business planning.
- Students should be able to describe the external environment of a business and explain how the macro and operating factors including taxes, laws, customers, suppliers and others may affect business planning.

Unit Two

Establishing a business

This unit covers the following:

- Students should be able to outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
- Students should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Students should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

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 dynamic systems interconnected to support life?

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

What affects Earth's capacity to sustain life?

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

Assessment Tasks include one or more of the following;

- A laboratory or fieldwork activity
- Analysis of data/results
- Analysis and evaluation of a case study
- A response to an issue or media article
- A photojournalism article, presented as an essay or as a multimedia production
- Scientific Poster

General Maths

This subject is designed as preparation for General Mathematics Units 3 and 4. General Maths helps to apply maths to everyday life and provides the skills necessary for life outside school.

Unit One

This unit is divided up into three main study areas: Statistics, Discrete Mathematics and Arithmetic and Number. Students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy. Graphs and networks and number patterns and Recursion are extensively covered. Students Cover all types of data analysis.

Unit Two

This unit promotes the development of students' ability to apply mathematical concepts in a range of contexts. Students study matrices, functions and Inequalities and linear and non-linear relations and their graphs.

Equipment:

CAS Calculator
TI-nSPIRE

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.

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.

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.

Physical Education

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

George Bernard Shaw

Are you interested in learning about the body and enhancing your knowledge and performance of a skill? Physical Education 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 and theory 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 identify and discuss various cardiorespiratory illnesses and investigate the relationship between illness prevention and exercise. 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 examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students complete an investigation into how science is used to explore and validate contemporary psychological research questions.

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 explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognizing that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may effect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Students complete a student-designed scientific investigation related to internal and external factors on behaviour.

Assessment Tasks

Assessment tasks will include one or more of the following; research investigations, a literature review, a data analysis, reflective annotations of practical activities or a media 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

Deviance and Crime

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, representation analysis, extended responses, essay or multimedia presentation.

Art Making and Exhibiting

“Creativity is piercing the mundane
to find the marvellous”

Bill Moyers

Are you creative, expressive and enjoy making art? Do you want to know more about artists and art styles from different cultures and history? Art Making and Exhibiting focuses on experimenting with different materials and techniques and developing your own style.

**Please note: Students who undertake Units 1 and 2 Art Making and Exhibiting in Year 10 are not to choose Year 10 Art Making and Exhibiting as specialist subject.*

Unit One

Explore, expand and investigate

in this unit students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentations are documented in both visual form in a Visual Arts journal.

Unit Two

Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Assessment Tasks

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

Cost

\$80.00

