



SALESIAN COLLEGE CHADSTONE
YEAR 10 SUBJECT SELECTION BOOK

2010

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A JOURNEY OF EXCELLENCE





INTRODUCTION

The curriculum offered at Year 10 continues to build upon the sound foundations established in Year 9. It delivers a program which recognises the particular needs of young men as they approach the senior years of their secondary education. At this stage, our students are keen to embark on a program which is varied, interesting and challenging and one which creates a senior identity for them. In recognition of these needs, the Salesian College Year 10 curriculum structure is designed to meet the academic and personal needs of adolescents at this stage of their education, create greater opportunities for a smooth transition into the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) and enhance a desire to strive for excellence by providing more ownership of learning.

The Year 10 program consists of an exciting mixture of core studies as well as a broad range of elective studies. Although greater choice and flexibility exists within the Year 10 program, students are still required to complete studies from all the areas of the Victorian Essential Learning Standards which have been identified by the Victorian Curriculum and Assessment Authority. The core studies include: Religious Education, English, Mathematics, Humanities/Commerce, Science/Applied Science and Physical Education. Elective studies are drawn from the Key Learning Areas of the Arts, Technology, Languages Other Than English (LOTE) as well as from Science, Humanities, and Health and Human Development.

All students will complete the core studies and a selection of five elective studies for the year. Each elective study consists of one semester length unit. Students are required to undertake a minimum of ONE elective unit from the Arts and ONE from Technology. Students will also have three free choice elective units which they may use to select from a range of electives across the Key Learning Areas.

In 2010, a range of VCE and VET units will also be offered. Students should be aware that VCE/VET units are of a Year 11 standard and that they will need to comply with all the regulations of the Victorian Curriculum and Assessment Authority. These units will require students to have attained a high standard in Year 9. Furthermore, students must select both Units 1 and 2 in a particular study when selecting a VCE/VET elective unit. Students who select a VCE/VET study and continue with it as a Unit 3 and 4 sequence in Year 11, will in effect, have completed six Units 3 and 4 studies by the end of Year 12. Please note that a maximum of six subjects can contribute to a student's ENTER score.

In 2010, the College will also offer students the opportunity to undertake a Pathways Program. This program will require them to complete the same range of studies within the Year 10 core subjects and electives. It will also include a "taster" program at Holmesglen TAFE which is designed to develop possible vocational skills that students may pursue in the future. This is ideal for students who may be considering the VCAL in Year 11, an apprenticeship or full time TAFE studies thereafter. However, completing the Year 10 Pathways Program does not prevent a student from changing his mind and completing the VCE in future years.

This curriculum book provides an outline of the syllabus for each core and elective study in Year 10. The format for each study includes: an overview; the structure of the subject and details regarding all Work Requirements which must be successfully completed. Students receive a separate numerical result for each Work Requirement as well as an overall result for the study.

Undoubtedly, the qualities that will lead to a successful year for each student include dedication and a consistent and persistent approach. A student who accepts responsibility for his own learning and is prepared to pursue his goals will be richly rewarded for his efforts. The College is committed to supporting each student in developing his full potential. It also recognises the vital role of parents/guardians in the development of their sons and looks forward to working with them regarding the welfare and ultimate fulfillment of each young



man.

SELECTING A COURSE OF STUDIES FOR YEAR 10

The Year 10 course of studies provides a comprehensive and flexible curriculum within a guided structure. The table below outlines this structure.

<p>COURSE OF STUDIES (Must be undertaken by all Year 10 students)</p> <p><u>Studies taken for the whole year</u></p> <ul style="list-style-type: none">• Religious Education/Mass (Three periods per week)• Year 10 English or VCE Foundation English Units 1 and 2 or VCE English Literature Units 1 and 2 (Five periods per week)• Year 10 Mathematics, or Year 10 Alternative Mathematics (Five periods per week) <p><u>Studies taken for one semester</u></p> <ul style="list-style-type: none">• Core Science/Applied Science (Five periods per week)• Core Humanities/Commerce (Five periods per week)• Core Physical Education (Five periods per week) <p><u>5 electives per year (one semester each)</u></p> <ul style="list-style-type: none">• One elective from The Arts (Five periods per week)• One elective from Technology (Five periods per week)• Three free choices (Five periods per week each) <p>Sport (two periods per week)</p>

The elective studies program ensures that Year 10 students continue to have access to a well-rounded education but also recognises the desire for greater flexibility and choice. Each elective study is one semester in length. Students must complete the Core Science for Applied Science, Core Humanities or Commerce and Core Physical Education units. They must also choose one elective from The Arts and one elective from Technology. After that, students may use their three free choices to select electives from the range offered. Students who are planning to undertake a Science subject in their VCE, are required to use one of their three choices to select another Science elective in Year 10.

LOTE and VCE/VET subjects are also offered. Italian, and VCE/VET studies must be taken as a whole year sequence and will therefore, constitute two of the three free choices. Students who are contemplating taking a VCE/VET subject must be aware of the need to have achieved a high standard in the relevant Year 9 subject to be eligible. There will be some flexibility for students who would like to continue with Italian and pursue a VCE/VET course.

THE PROCESS OF CHOOSING ELECTIVE STUDIES

Students and parents/guardians are advised to thoroughly read and discuss each elective outline before making a choice. Outlines contain specific detail and requirements, which must be considered.

Choice of elective studies may be based on a variety of factors, depending on the individual student. The following may be useful factors to consider:

- The academic strengths and interests of the student;
- The desire to experience something different before the senior years;
- The desire to try out a study to see if it would be an appropriate choice for VCE or VCAL;
- The desire and academic strength to begin VCE early; and



- Possible career choices.

Students will be provided with opportunities to seek advice and address issues with all Heads of Departments. The College will also host an Information Night for students and their parents/guardians to outline the Year 10 curriculum structure.



ELECTIVE STUDIES

The following table outlines the elective units in each Key Learning Area. Students must:

- select at least one unit from The Arts and one unit from Technology.
- select 3 other electives of their choice.

SCIENCE

- Motion and Organic Chemistry
- Genetics and Disease

HUMANITIES

- Accounting for Small Business
- Australia's Legal and Economic System

DESIGN - ARTS

- Art and Identity
- Black and White Photography
- Visual Communication and Design
- Media
- Music

DESIGN - TECHNOLOGY

- Systems and Technology
- Design and Technology
- Technology in the Workplace

LOTE

Students may choose to use two of their three free choice electives to undertake one of the following:

- Italian

VCE/VET STUDIES

Students may choose to use two of their three free choice electives to undertake one of the following.

- VCE Biology Units 1 and 2;
- VCE History Units 1 and 2;
- VCE Health and Human Development Units 1 and 2;
- VCE Theatre Studies Units 1 and 2; or,
- VET Certificate III Information Technology (Software Applications).



RELIGIOUS EDUCATION

OVERVIEW

The core of this unit is the study of the Gospels, the history of the Catholic Church and the significance of the Eucharist. These form a basis for exploring social justice and morality and for investigating the role that Religion plays in society. Religious Education is a core subject in Year 10, consisting of 3 periods of instruction per week including a fortnightly liturgy.

STRUCTURE

Standards in the Religious Education Domain are divided into the following three dimensions: *Religious Knowledge and Understanding*; *Reasoning and Responding*, and *Personal and Communal Engagement*.

Religious knowledge and understanding focuses on the knowledge and understanding of the key practices and beliefs of Christian communities both present and past.

Reasoning and responding focuses on the development of ways of thinking and acting as a response to Christian knowledge and understanding.

Personal and communal engagement focuses on the nurturing of the spiritual life as part of and contributing to a faith community. Religious Education goes beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and the contribution to civic and faith communities.

WORK REQUIREMENTS

Students will be required to present a number of minor tasks related to topics in addition to maintaining an accurate Workbook and the completion of the following Work Requirements.

Semester One

1. Report: An investigation of the Gospel of Mark
2. Assignment: Changing Times, Changing Church

Semester Two

1. Test on the Eucharist
2. Analysis: Conscience and Decision Making

Examination

Students will sit a formal examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Religious Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the Religious Education standards.



ENGLISH

Year 10 students have the choice of one of three core studies of English. They are:

- Year 10 English or
- VCE Foundation English Units 1 and 2 or
- VCE Literature Units 1 and 2.

VCE Foundation English Units 1 and 2 is designed for students who need additional time and assistance. Students wishing to select VCE Literature Units 1 and 2 must have attained at least 80% for their overall grade in Year 9 English. All Year 10 English studies successfully lead onto VCE English Units 1 and 2 in Year 11.

OVERVIEW

The English Domain is centred on the study of language in a variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms including texts such as novels, short stories, poetry, plays, films and newspapers. The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas.

STRUCTURE

Standards in the English domain are divided into the following three dimensions: *Reading*; *Writing*; and *Speaking and Listening*.

The **Reading** dimension involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts.

The **Writing** dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance.

The **Speaking** and **Listening** dimension refers to the various formal and informal ways oral language is used to convey and receive meaning.

WORK REQUIREMENTS

As the learning in these dimensions is interrelated, Semester One and Semester Two both cover the dimensions in a similar format but in differing ways. In each semester students will complete the following Work Requirements:

1. Text Response

Students are required to complete an extended piece of writing (either an essay or a creative text response) on each set text studied during the semester. Students will be expected to read and view a number of works in addition to the set texts, including newspaper articles as well as complete a range of shorter exercises as set by their teachers.

2. Writing Folio

Students will complete pieces of writing chosen from a range of text types, including personal, imaginative, argumentative, persuasive, informative and instructional.

3. Oral Communication

Students will be assessed on their ability to prepare and deliver a formal oral presentation to their class, and are expected to actively and sensibly participate in class discussions and other group activities.

Examination

Students will complete an examination covering each semester's work.



ASSESSMENT

Students are awarded a global percentage grade of their overall performance in English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



VCE FOUNDATION ENGLISH UNITS 1 & 2

The Foundation English course is designed for students who may require a more vocationally orientated approach to English. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their senior studies as well as their ability to communicate effectively in the world around them.

UNIT 1

This unit enables students to develop learning strategies and literacy skills. It also focuses on developing skills required to read and interpret a range of texts and strategies for composing written and oral responses to texts. Emphasis will be placed on skimming and note-taking techniques, the construction of written pieces and the conventions of the English language.

AREAS OF STUDY

1. *Essentials of English.*
2. *The Study of Texts.*

OUTCOMES

On completion of this unit the student should be able to:

- write summaries of short texts;
- write for a specific purpose for a workplace, personal or community audience;
- identify and comment on similarities and differences between short literary, everyday or media texts, in written responses; and,
- present and give considered reasons for an oral interpretation of a key aspect of a short literary, everyday or media text.

ASSESSMENT

Demonstration of achievement of Outcome 1 must be based on the student's performance on the following selection of assessment tasks:

- prose summaries;
- concept maps; and,
- visual or diagrammatic representations.

Demonstration of achievement of Outcome 2 must be based on the student's performance on the following selection of assessment tasks:

- a piece of informative writing;
- a piece of narrative writing; and,
- a piece of personal writing.

Demonstration of achievement of Outcome 3 must be based on the student's performance on the following selection of assessment tasks:

- comparing different types of texts that deal with similar content, themes or issues;
- comparing similar types of texts to identify common structures and features; and,
- comparing texts dealing with the same or similar themes or issues across different times, places or cultures.

Demonstration of achievement of Outcome 4 must be based on the student's performance on the following selection of assessment tasks:

- active participation in or leadership of a group discussion;
- an oral presentation; and,
- presentation of a role-play plus a short oral commentary.

Examination

Students will complete an examination covering the semester's work.



UNIT 2

This unit enables students to develop learning strategies and literacy skills. It focuses on the fundamental understandings and processes students need in order to read and write effectively. It also focuses on developing the ability to analyse the oral and written arguments of others, and the skills to structure a logical and supported argument orally and in writing.

AREAS OF STUDY

1. *Essentials of English.*
2. *The Analysis and Construction of Arguments.*

OUTCOMES

On completion of this unit the student should be able to:

- discuss key aspects of a short literary, everyday or media text, in a written response;
- write for a range of purposes for a workplace, personal or community audience;
- comment in writing on the oral and written arguments of others; and,
- deliver effectively a point of view in an oral presentation to a familiar audience.

ASSESSMENT

Demonstration of achievement of Outcome 1 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may be:

- an analysis of an aspect or aspects of a text in response to a set topic;
- short answers on an aspect or aspects of a text;
- a review of a short text.

Demonstration of achievement of Outcome 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may be:

- a piece of personal writing;
- a piece of argumentative writing;
- a piece of informative writing;
- a piece of instructional writing.

Demonstration of achievement of Outcome 3 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may be:

- a written short-answer analysis of an argument;
- a written response to an argument, putting forward a reasoned point of view;
- a short written evaluation of the effectiveness of an argument.

Demonstration of achievement of Outcome 4 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may be:

- active participation in or leadership of a group discussion;
- an oral presentation;
- presentation of a role-play plus a short oral commentary.

Examination

Students will complete an examination covering the semester's work.



VCE LITERATURE UNITS 1 & 2

Students selecting VCE Literature Units 1 & 2 must have attained at least 80% for their overall grade in Year 9 English.

UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

AREAS OF STUDY

1. *Readers and their responses*
2. *Ideas and concerns in texts*
3. *Interpreting non-print texts*

OUTCOMES

On completion of this unit the student should be able to:

- discuss how personal responses to literature are developed and justify their own responses to one or more texts;
- analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society; and,
- analyse the construction of a film, television, multimedia, or radio text and comment on the ways it presents an interpretation of ideas and experiences.

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may be:

- essays (comparative, interpretive, analytical or discursive);
- close analysis of selected passages;
- an original piece of writing responding to a text(s) studied;
- oral or written review; or,
- multimedia presentation.

UNIT 2

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterization and ideas.

AREAS OF STUDY

1. *The text, the reader and their contexts*
2. *Comparing texts*



Outcomes

On completion of this unit the student should be able to:

- analyse and respond both creatively and critically to the ways in which a text produced from a past era, reflects or comments on the concerns and ideas of individuals and particular groups at that time; and,
- produce an extended comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the texts, author, time in history, social or cultural context.

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may be:

- essay (comparative, interpretive, analytical or discursive);
- close analysis of selected passages;
- an original piece of writing responding to a text(s) studied;
- oral or written review; or
- multimedia presentation.



MATHEMATICS

OVERVIEW

Mathematics is a core subject divided into two semester units. The course provides students with an opportunity to develop and extend their skills in the five dimensions listed below. As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions. In each semester there are a number of assessable Work Requirements.

The Year 10 course also aims to provide students with the opportunity to progress successfully to their choice of VCE Mathematics Course(s). Year 10 Alternative Mathematics is also offered for those students who have been identified as experiencing significant difficulty with Mathematics.

STRUCTURE

Standards in the Mathematics Domain are divided into the following five dimensions: *Number*; *Space*; *Measurement, Chance and Data*; *Structure* and *Working Mathematically*.

Number focuses on developing students' understanding of counting, magnitude and order.

Space focuses on developing students' understanding of shape and location.

Measurement, chance and data focuses on developing students' understanding of unit, measure and error, chance and likelihood and inference.

Structure focuses on developing students' understanding of set, logic, function and algebra. It is fundamental to the concise and precise nature of mathematics and the generality of its results.

Working mathematically focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modelling and investigation.

CALCULATOR

Students are required to purchase the TI-89 CAS Calculator, except those undertaking Alternative Mathematics. These students should retain a scientific calculator from previous years.

WORK REQUIREMENTS

1. Formal Tests

Students are required to complete a formal test for each unit. These tests will help to assess the acquisition of key learning outcomes and concepts from that unit.

2. Investigation

Students will undertake a mathematical investigation and complete a written report detailing their work and conclusions. The investigation should prepare students for the expectations of such investigations required in VCE Mathematics courses. Students will need to complete all investigation work in a separate A4 exercise book.

EXPECTATION

All students are expected to maintain a Workbook which will contain all tasks completed during each unit. This will include work completed in class, at home or for revision. Students are expected to regularly work on and complete set exercises and activities as they progress through each unit.



In Semester 2, students who will undertake Mathematical Methods Units 1 and 2 in Year 11 complete appropriate units of work and there is a special emphasis on the further development of algebraic skills. Those students who plan to not undertake Mathematical Methods Units 1 and 2 in Year 11 will complete units in Statistics and Business Mathematics in preparation for General Mathematics (Further) in Year 11.

Examination

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 10 Mathematics for each semester. They are also awarded separate numerical grades for each of the Work requirements described above. Students will also be assessed against the VELS standards.

YEAR 10 ALTERNATIVE MATHEMATICS

Year 10 Alternative Mathematics is a course designed to support those students who need additional time and assistance to strengthen and refine their mathematical skills in preparation for their senior studies. The content for this course does vary from the Year 10 Mathematics course, especially in its treatment of the Algebra strand and gives students the opportunity to attempt VCE Mathematics via the Foundation Mathematics Course in Year 11. More emphasis is placed on applying Arithmetic in business applications and therefore, students are given the opportunity to gain some valuable life skills.

The Work Requirements, expectation and assessment structure are identical to that of Year 10 Mathematics, however, they are tailored to the course content.

YEAR 10 ACCELERATED MATHEMATICS

Placements in the year 10 Accelerated Mathematics program are offered by the head of Department to the highest ranking year 9 mathematics students, with student ranks determined solely based on year 9 class tests and examination results. This course will focus on covering the year mainstream content with speed and the exploring aspects of the VCE Units 1 and 2 CAS mathematical methods course. At the end of the Year 10 Accelerated mathematics course, students can expect to have covered 50% to 75% of the VCE Units 1 and 2 mathematical methods course. It is expected that having successfully completed this course in year 10, a student will undertake Units 1 and 2 CAS mathematical methods and Units 1 and 2 Specialist Mathematics in Year 11.



SCIENCE

CORE SCIENCE

(All students are required to complete Core Science or Applied Science in Year 10)

OVERVIEW

Students extend their concept of science as a way of knowing to include an understanding of how scientific theories and models drawn from biological, chemical, earth, environmental, physical and space sciences are based on evidence that may initially be tentative and limited.

This Core unit looks at three disciplines of Science – Biology, Chemistry and Physics. It investigates human and plant evolution since the beginning of time as well as various systems of classification. This unit allows students to explore chemical reactions and what affects the rate of a reaction by performing laboratory experiments. The Electricity component of the unit looks at electricity in the home and how electrical circuits can be constructed for varying purposes.

STRUCTURE

Standards in the Science Domain are divided into the following two dimensions: *Science knowledge and understanding* and *Science at work*.

Science knowledge and understanding focuses on building deep understanding of the overarching conceptual ideas of science

Science at work focuses on students experiencing and researching how people work with and through science

WORK REQUIREMENTS

1. An investigation of classification/evolution
2. Laboratory practicals: An overall mark is allocated based on the assessment of various practical reports
3. Topic assessment: varied depending on the nature of the topic

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 10 Science for the semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



APPLIED SCIENCE

OVERVIEW

The Applied Science unit can be chosen as the compulsory Science subject for one semester. It is designed to provide students with a broad understanding and appreciation of scientific principles so that they can make informed decisions about the world around them and the substances with which they may come into contact in their everyday lives.

This unit looks at the three main disciplines of Science: Biology, Physics and Chemistry and Physics in an integrated way. Where possible the topics chosen have attempted to explore current issues that affect students of their age. Each topic will have a core theoretical component, a research aspect and a formal write up.

The first topic, *I need a Drink*, looks at water for everyday function, the positive and negative effects of alcohol on body system, the issues that surround underage drinking in our society and helps students to develop an appreciation of the ways in which atoms may be bonded to one another.

The second topic is Physics-based and looks at technology, the history of the mobile phone and atomic structure is used to help explain electricity. Some of the issues surrounding mobile phone use are investigated.

The third topic investigates Speed. Students will develop an appreciation of the factors that contribute to car accidents and consider the role of alcohol and mobile phones.

The fourth topic investigates Biology, cells and cloning. Students will consider the success and legal aspects of this technique and the relationship to evolution.

STRUCTURE

Standards in the Science domain are divided into the following two dimensions:

Science knowledge and understanding

- Students explain the behaviour and properties of materials in terms of their constituent particles and the forces holding them together
- they apply their conceptual understandings to the consideration of issues significant to themselves as individuals and to the broader society in which they live - for example, personal safety, a clean and healthy environment, energy use and ecological footprints

Science at work

- Using a variety of formats, students prepare investigation reports learning to use symbols and diagrams extensively to illustrate procedures and data analysis, and support the conclusions drawn and presented.
- they demonstrate an awareness of the ways in which scientific vocabulary is used incorrectly in the mass media, distinguishing between the intended meaning of such terms and their meaning in non-scientific contexts

WORK REQUIREMENTS

1. Topic tests on 3 of the topics
2. Practical Reports: written analysis of selected practicals throughout the semester.
3. Investigation task on a selected species
4. Examination

ASSESSMENT

Students are awarded a numerical grade which provides a global summary of their overall performance for the semester. Students are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each Dimension.



ELECTIVES IN SCIENCE

(Students may also use their free choice electives to undertake the following Science elective units.)

MOTION AND ORGANIC CHEMISTRY

Students wanting to study VCE Chemistry and/or Physics are strongly recommended to complete this elective.

OVERVIEW

This unit is divided into two sections:

1. Motion offers students an opportunity to explore the motion of cars and people. Students will perform many experiments both in the laboratory and with the use of computer programs. Students will simulate driving a car with the use of the Internet and investigate factors that affect stopping time and distance in different road and weather conditions.
2. Organic Chemistry investigates the complex world of carbon compounds. Students will investigate how plastics and other polymers are made, as well as make perfumes and aromatic oils. Students will have the opportunity to look below the surface and into the long chains of hydrocarbons that form before our eyes.

STRUCTURE

Standards in the Science Domain are divided into the following two dimensions: *Science knowledge and understanding* and *Science at Work*.

Science knowledge and understanding focuses on building deep understanding of the overarching conceptual ideas of science

Science at work focuses on students experiencing and researching how people work with and through science

WORK REQUIREMENTS

1. Topic Tests
2. A series of practical exercises and reports (at least 6).
3. Students will be required to explore Newton's Three Laws when applied to the motion of cars. This Work Requirement consists of a series of practical exercises coupled with a report

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in the Motion and Organic Chemistry elective unit for the semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards



GENETICS AND DISEASE

Students wanting to study VCE Biology in Year 11 are recommended to complete this elective.

OVERVIEW

This unit explores the world of Genetics. Students will delve into Human and Plant Genetics and extend their level of understanding of inheritance, mutations and gene technology. Within this unit, students will also explore the areas of Disease and Health. The differences between disease and health and how the body fights disease will be examined.

STRUCTURE

Standards in the Science Domain are divided into the following two dimensions: *Science knowledge and understanding* and *Science at work*.

Science knowledge and understanding focuses on building deep understanding of the overarching conceptual ideas of science.

Science at work focuses on students experiencing and researching how people work with and through science.

WORK REQUIREMENTS

1. Topic Tests
2. A series of practical exercises and reports (at least 6).
3. A major project investigating aspects of health and disease.

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in the elective unit Genetics and Disease for the semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards



VCE BIOLOGY UNITS 1 & 2

Students selecting Biology Units 1 and 2 must have attained at least 80% for their overall grade in Year 9 Science.

UNIT 1: UNITY AND DIVERSITY

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. As students consider the development of ideas and technological advances that have contributed to our knowledge and understanding of life forms and cell biology, they come to understand the dynamic nature of science. Students investigate technological applications and implications of bioscientific knowledge.

AREAS OF STUDY

1. *Cells in action*
2. *Functioning organisms*

OUTCOMES

On completion of this unit the student should be able to:

- design, construct and report on a practical investigation related to cellular structure, organisation and processes
- describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems

ASSESSMENT

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit will be drawn from:

- practical activities
- questions and problems
- tests involving data analysis and problem solving
field-based investigations
- presentation of a student-designed and/or adapted and/or extended practical investigation; and,
- presentation of practical reports in non-text formats such as posters or multimedia

Examination

Students will complete an examination covering the semester's work.

UNIT 2: ORGANISMS AND THEIR ENVIRONMENT

The rich diversity of Australian ecosystems provide a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students study how organisms in their particular habitats are part of the integrated and naturally self-sustaining system in which energy flows and matter is cycled between the living and nonliving components of the environment.

AREAS OF STUDY

1. *Adaptations of organisms*
2. *Dynamic ecosystems*



OUTCOMES

On completion of this unit the student should be able to:

- explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
- design, construct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

ASSESSMENT

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit will be drawn from:

- practical activities
- questions and problems
- tests involving data analysis and problem solving
- response to a media article
- presentation of a structured written report on field work; and,
- presentation of practical reports in non-text formats such as posters or multimedia

Examination

Students will complete an examination covering the semester's work.



HUMANITIES YEAR 10 CORE LEVEL 6

Overview

HUMANITIES is a core subject for one semester, consisting of five classes per week. Further studies in Humanities related disciplines may be chosen from the VCE options and Electives offered.

The Year Ten Core Humanities will focus on the Humanities History Domain. It will predominately deal with Australia's part in history during and following World War II.

The Historical Dimensions focus on:

- **knowledge and understanding** analyses events and issues which contributed to Australia's development in World War II, the impact of Communism, Capitalism & the Cold War as well as Australia's role as a Global Citizen.
- **reasoning and interpretation** involves the framing of key research questions and an evaluation of multiple perspectives on key events.

Work Requirements:

1. **Document Analysis:** Evaluation of interpretations that present multiple perspectives on Australia's involvement in World War II.
2. **Report/Power Point Presentation:** Impact of a significant leader or event during the period after World War II.
3. **Investigation: The impact of** Australia's acceptance of refugees in light of the United Nations restrictions and world conflicts.

Examination:

Students will complete an Examination covering the semester's work.

Assessment:

Students are awarded a global percentage grade of their overall performance in HUMANITIES for the semester based on separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS History standards.



ELECTIVES IN HUMANITIES
(Students may also use their free choice electives
to undertake the following Humanities elective units.)

HUMANITIES
YEAR 10 ELECTIVE
LEVEL 6
ACCOUNTING FOR SMALL BUSINESS

Overview

This course provides an introduction to the concepts and skills of accounting and small business organisation.

The students would be advised to complete this elective study if they wish to pursue further studies in **Accounting** or **Business Management** in their VCE studies.

The Economic Dimensions focus on:

- **knowledge and understanding** explores the role and significance of saving, investment and reporting for individuals and the economy.
- **reasoning and interpretation** involves the skills required to successfully plan and manage personal finances and organise the procedures for establishing a small business enterprise.

Work Requirements:

4. **Investigation:** Analyse the impact of Credit Card use & 'interest free' purchases on individuals.
5. **Business Plan:** Establish an outline of costs & profit prediction for a small business.
6. **Practical Report:** Record keeping for small business enterprises.

Examination:

Students will complete an Examination covering the semester's work.

Assessment:

Students are awarded a global percentage grade of their overall performance in HUMANITIES for the semester based on separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS Economics standards.



HUMANITIES YEAR 10 ELECTIVE LEVEL 6 HISTORY

ENTRY REQUIREMENTS TO THE STUDY

There are no prerequisites for entry to Units 1, 2 or 3. Units 3 and 4 are designed to be taken as a sequence. Prospective students should be aware, however, that the study involves extensive reading and research, analytical and interpretative skills, and a variety of forms of writing, all of which require a good grounding in Years 10 or 11.

POSSIBLE COURSES TO WHICH THE STUDY MAY BE RELEVANT

Courses in the Arts, Humanities and Social Sciences at tertiary level.

UNIT 1: TWENTIETH-CENTURY HISTORY (1900-1945)

The first half of the twentieth century was a period marked by significant change. In the nineteenth century there still remained a sense of a certain and natural order of society. This order was challenged and overturned in the first half of the twentieth century. Old certainties were replaced by new uncertainties. Societies and individuals were in a state of flux and all that seemed guaranteed was more and more change. These facets of twentieth-century history will be examined via a close study of Nazi Germany.

AREAS OF STUDY

1. *Crisis and conflict*
2. *Social life*
3. *Cultural expression*

OUTCOMES

On completion of this unit the student should be able to:

- analyse and explain the development of a political crisis and conflict in the period 1900-1945
- analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century
- analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945

EXAMINATION

Students will complete an examination covering the semester's work.

ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this unit are:

- analytical exercises
- report
- essays
- annotated maps
- short reports
- oral presentations
- multi-media presentations
- film reviews
- biographical studies
- tests
- responses to literature



UNIT 2: TWENTIETH-CENTURY HISTORY (1945 - 2000)

This unit provides the opportunity to investigate major themes and principal events of postwar history, namely the Cold War, the Vietnam War, the emergence of social movements such as the Black Civil Rights movement and peace movements, the collapse of the Soviet bloc, the end of apartheid and the development of organisations such as the European Union, North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT).

AREAS OF STUDY

1. *Ideas and political power*
2. *Movements of the people*
3. *Issues for the Millennium*

OUTCOMES

On completion of this unit the student should be able to:

- analyse and discuss how postwar societies used ideologies to legitimise their world view and portray competing systems
- evaluate the impact of challenges to established social, political; and/or economic power during the second half of the twentieth century
- analyse issues faced by communities arising from political, economic and/or technological change

EXAMINATION

Students will complete an examination covering the semester's work.

ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this unit are:

- analytical exercises
- annotated maps
- short reports
- essays
- oral presentations
- multimedia presentations
- film reviews
- biographical studies
- tests
- responses to literature



HUMANITIES YEAR 10 ELECTIVE LEVEL 6 AUSTRALIA'S LEGAL & ECONOMIC SYSTEM

Overview

This unit allows students to explore the origins and nature of Australian federal political, legal and economic structure.

The students would be advised to complete this elective study if they wish to pursue future VCE studies in *Legal Studies* or *Economics*.

The Economic Dimensions focus on:

- **knowledge and understanding** explores & evaluates the role governments and other institutions play in the economy.
- **reasoning and interpretation** involves the interpretation of policies and reports to explain the influence the decisions have on the economy & the environment.

The Civics Dimensions focus on:

- **knowledge and understanding** explores the effect of the Australian Constitution on human rights issues and the influence citizens may have on government policies.
- **community engagement** involves the development of action plans that contribute to the wellbeing of others in the community.

Work Requirements:

7. **Investigation & Action Plan:** Influences & methods used to change the law.
8. **Research Report:** Should Australia become a Republic?
9. **Case Analysis:** Community engagement in the operation & enforcement of laws.

Examination:

Students will complete an Examination covering the semester's work.

Assessment:

Students are awarded a global percentage grade of their overall performance in HUMANITIES for the semester based on separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS Economics and Civics standards.



YEAR 10 PATHWAYS PROGRAMME

ACTIVE CITIZENSHIP

Overview

Active Citizenship is an alternative offering to CORE Humanities. It is designed to provide students with a pathway towards TAFE or Pre-Apprenticeship training. Students will be invited to choose this course after consultation with parents and co-ordinators. Active Citizenship is a compulsory subject for one semester, consisting of five classes per week.

This course will provide students with a range of practical opportunities to help develop life skills and techniques applicable in their daily lives. The students will develop their civic responsibilities through discipline based learning in the area of Economics.

The students will be provided with a range of opportunities to become informed consumers and active citizens through experiential learning. It is the expectation of this course that students will be able to participate in a number of excursions to experience first hand the many opportunities that are available to them. Additionally the students will be involved in planning for employment and giving consideration to the structures available to support them in preparing an application and attending an interview.

In Year Ten the students are working towards the VELS Standards of **Level 6 Humanities** and **Civics & Citizenship**.

Each of the areas has two dimensions.

Economics

- **knowledge and understanding** involves an understanding of consumer behaviour in relation to choice and standards of living. The students demonstrate skills required for moving from school to employment.
- **reasoning and interpretation** involves the use of economic reasoning and analysis of data to find solutions to personal economic issues.

Civic

- **knowledge and understanding** involves an understanding of how citizens are involved in politics and influence government policy.
- **community engagement** encourages the formation and articulation of opinions related to issues and to raise community awareness.

Work Requirements:

- **Field Survey, Analysis & Report:** Conduct an Impulse Buying Survey. Analyse results and list correlations. Write up a Report on your findings.
- **Graphic Representation:** Design a brochure to raise public awareness about the structure and function of Parliament.
- **Employment Portfolio:** A combination of application and interview material to support a successful job application.

Expectation:

The students will be expected to keep an accurate **Work Folio** of the tasks completed throughout the semester.

Examination:

Students will complete an Examination covering the semester's work.

Assessment:

Students are awarded a global percentage grade of their overall performance for the semester based on separate grades for each of the Work Requirements described above. Students will also be assessed against the Humanities VELS standards.



VCE HISTORY UNITS 1 & 2

(Students wishing to study VCE History or Legal Studies Units 3 and 4 are encouraged to complete Units 1 & 2 of this study.)

ENTRY REQUIREMENTS TO THE STUDY

There are no prerequisites for entry to Units 1 & 2

POSSIBLE COURSES TO WHICH THE STUDY MAY BE RELEVANT

Courses in the Arts, Education, Humanities and Social Sciences at tertiary level.

UNIT 1: TWENTIETH CENTURY HISTORY (1900-1945)

The first half of the twentieth century was a period marked by significant change. In the nineteenth century there still remained a sense of a certain and natural order of society. This order was challenged and overturned in the first half of the twentieth century. Old certainties were replaced by new uncertainties. Societies and individuals were in a state of flux and all that seemed guaranteed was more and more change. These facets of twentieth century history will be examined via a close study of Nazi Germany.

AREAS OF STUDY

1. *Crisis and conflict*
2. *Social life*
3. *Cultural expression*

OUTCOMES

On completion of this unit the student should be able to:

- analyse and explain the development of a political crisis and conflict in the period 1900-1945;
- analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century; and,
- analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit are:

- analytical exercises;
- report;
- essay;
- annotated maps;
- short reports;
- oral presentations;
- multimedia presentations;
- film reviews;
- biographical studies;
- tests; and
- responses to literature.

Examination

Students will complete an Examination covering the semester's work.



UNIT 2: TWENTIETH-CENTURY HISTORY (1945 – 2000)

This unit provides the opportunity to investigate major themes and principal events of postwar history, namely the Cold War, the Vietnam War, the emergence of social movements such as the Black Civil Rights movement and peace movements, the collapse of the Soviet Bloc, the end of apartheid and the development of organizations such as the European Union, North American Free Trade Agreement and the General Agreement on Tariffs and Trade.

AREAS OF STUDY

1. *Ideas and political power*
2. *Movements of the people*
3. *Issues for the millennium*

OUTCOMES

On completion of this unit the student should be able to:

- analyse and discuss how postwar societies used ideologies to legitimise their world view and portray competing systems;
- evaluate the impact of challenges to established social, political and/or economic power; during the second half of the twentieth century; and,
- analyse issues faced by communities arising from political, economic and/or technological change.

ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit are:

- analytical exercises;
- reports;
- essays;
- annotated maps;
- oral presentations;
- multimedia presentations;
- film reviews;
- biographical studies;
- tests;
- responses to literature.

At least one of the assessment tasks must be presented in written form and one must involve an analysis of visual evidence, preferably film.

Examination

Students will complete an Examination covering the semester's work.



HEALTH AND PHYSICAL EDUCATION

CORE HEALTH AND PHYSICAL EDUCATION (All students are required to complete this unit in Year 10)

OVERVIEW

Health and Physical Education in Year 10 is a semester based course consisting of 5 lessons per week, two of which are practical lessons. Students investigate different components of fitness and examine the effectiveness of various training methods. They will also examine various case studies in relation to fitness improvements as well as experience supervised practical lessons at a local fitness centre. Students learn to set personal physical activity and fitness goals developing activities and fitness programs to evaluate their success. They are introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. Other key topics in the course include: sport's injury management and prevention, the use and effects of drugs in sport, the learning stages of skill acquisition and the role of biomechanics in sport. The course also prepares them for possible studies at VCE level.

STRUCTURE

Standards in Physical Education are divided into the following two dimensions: *Human Movement and Physical Activity* and *Health Knowledge and Promotion*.

Human movement and physical activity focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Health knowledge and promotion examines physical, social, emotional and mental health and personal development across various stages of the lifespan.

WORK REQUIREMENTS

1. Movement and Physical Activities
2. Game awareness and teamwork knowledge and skills
3. Theory: Skill Analysis Tests
4. Theory: Energy Systems, Training Methods and Fitness Principles Tests
5. Test: Drugs in Sport and Sports Performance
6. Research and Analysis Task: Physical Activity in Australia.
7. Research Task: Sport's Injury and Prevention

Examination

Students will complete an examination covering the Semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Health and Physical Education. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



VCE HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

UNIT 1: YOUTH HEALTH AND DEVELOPMENT

This unit focuses on the transition from childhood to adulthood and the enormous changes in physical, social, emotional and intellectual development that transition brings.

AREAS OF STUDY

1. *Understanding health and development*
2. *Transition to adulthood*
3. *Challenges for youth*

OUTCOMES

On completion of this unit the student should be able to:

- discuss the different types of health and development and predict the impact of the physical, social, economic and political environments on health and developmental outcomes for individuals;
- explain the changes in physical, social, emotional and intellectual development of males and females during the transition from childhood to adulthood and predict the possible impact of inherited and environmental factors on the individual; and,
- develop and justify actions that could be undertaken by individuals, families and communities to optimise the health and development of Australian youth.

ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit are:

- a case study analysis;
- a data analysis;
- a multimedia presentation;
- an oral presentation;
- a test; and,
- a written response.

Examination

Students will complete an examination covering the semester's work.

UNIT 2: INDIVIDUAL AND COMMUNITY HEALTH AND DEVELOPMENT

In this unit there is a focus on the role that families, communities and governments play in optimising the health of individuals across the lifespan. There is a particular focus on indigenous, rural and remote communities and Australians from lower socio-economic backgrounds.

AREAS OF STUDY

1. *Health and development of young Australians*
2. *Adult health and development*
3. *Health care in Australia*

OUTCOMES

On completion of this unit the student should be able to:

- evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of all young Australians;
- evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of Australian adults; and,
- describe the Australian health care system and evaluate its role in promoting the health of all Australians.



ASSESSMENT

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit are:

- a case study analysis;
- a data analysis;
- a multimedia presentation;
- an oral presentation;
- a test; and,
- a written response.

Examination

Students will complete an examination covering the semester's work.



DESIGN - ARTS

(All students are expected to complete at least one unit from The Arts range.)

ART AND IDENTITY

OVERVIEW

Art at Year 10 level provides students with an exciting opportunity to explore their own ideas and individual approaches to making art works. We look at themes related to Portraiture, TV, Music, Internet, Technologies, Film, Animation and Comics. Students will use traditional and new digital art making processes. Students will also have the opportunity to build skills and utilise a wide variety of interesting materials, equipment and technologies.

The Art course not only allows students to follow personal interests but it is also a great pathway to VCE Art and a wide range of career pathways such as Architecture, Design, Advertising, Film, Television and Web Design. Art Appreciation builds knowledge of current day artists, art works and art related careers.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making*, and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques and processes. Students design and make art works devised from a range of stimuli, demonstrating development of a personal style.

The ***Exploring and Responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgements of art works.

WORK REQUIREMENTS

1. Folio

Students complete a collection of finished work from the areas of:

- Drawing;
- Painting;
- Digital Art
- Printmaking;
- Cross-media; and
- Sculpture;

2. Visual Diary

Students maintain a Visual Diary, which includes a record of:

- Individual ideas and themes;
- Experimental drawings;
- Visual references;
- Trials, investigations and plans; and,
- Annotations and evaluations.

3. Art Appreciation

- Students complete a range of written/oral tasks that explore the characteristics and role of art in differing cultural and historical contexts.

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Art and Identity at the end of the semester. They are also awarded separate numerical grades for



each of the Work Requirements described above. Students will also be assessed against the VELS standards.



VISUAL COMMUNICATION

OVERVIEW

So you want to be an Architect or perhaps a Graphic Designer, or even an Industrial Designer and design cars and appliances? Whatever the Career, this unit will give you a taste of how exciting it is to complete a professional piece of visual communication. Year 10 Visual Communication is a pathway to VCE Visual Communication and Design and a wide range of career areas and tertiary directions.

Students will be exposed to instrumental drawing and develop experience with using professional drafting boards, set squares and rulers. Students will develop skills in rendering and freehand drawing. Students will also work from a given Design Brief, where they design a piece of visual communication, just like an advertising agency would. The use of computers as a tool is also highlighted. Manipulating text and images on the computer gives a finished, professional look to a piece of visual communication.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques and processes. Students design and make visual communications devised from a range of stimuli, demonstrating development of a personal style.

The ***Exploring and Responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgements.

WORK REQUIREMENTS

1. Instrumental Drawing

- A series of introductory instrumental drawings.
- Constructed perspective drawing
- Third angle orthographic drawing

2. Observational Drawing

- A series of rendered observational drawings:
- Students use rendering techniques to create an illusion of three-dimensional form.
- Students also use rendering techniques to represent different surface textures, such as glass, plastic, metal, wood and fabric.

3. Design Process

- A folio of drawings following the Design Process.
- Students use a Design Brief and the Design Process to generate ideas which are refined to a final presentation.
- Students explore a range of media and computer programs.
- Themes explored include; wine labels, phone cards, stamp design and packaging.

4. Analysis

- Assignments based on two designers.

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Visual Communication and Design at the end of the semester. They are also awarded separate



numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



MEDIA STUDIES

OVERVIEW

What is the Media? What sort of influence does it exert over our lives? What characterises the relationship we have with the mass media forms that seem to surround us? This unit seeks to identify some of the dominant media forms in our society, explore what their messages are and how they communicate with us. Theoretical instruction is reinforced by practical tasks wherever possible. Much emphasis is placed upon team solutions to media problems.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques and processes. Students design and make media products devised from a range of stimuli.

The ***Exploring and Responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work.

WORK REQUIREMENTS

1. Film's Language

Students complete an analytical exercise based on the study of two science-fiction films, one from the 'Golden Age' of science-fiction cinema and one contemporary example, identifying the film's language and its effects on audiences. Students complete an assignment on special effects techniques through the ages, including the modern phenomenon of CGI – Computer Generated Imagery.

2. Animation

Students investigate a range of animated forms, especially 3D and contemporary digital works. Students complete a short, animated original sequence using digital cameras and editing facilities.

3. Media Debate

Students discuss a current media issue, such as violence in the media or the effects of computer gaming on contemporary audiences. Is there a role for government in controlling media content, and to what degree? Students design a web page focusing on the range of control within the various forms of media.

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Media. They are also awarded separate numerical grades for each of the Work requirements described above. Students will also be assessed against the VELS standards.



BLACK AND WHITE PHOTOGRAPHY

OVERVIEW

What makes a good photograph? How can we move our photographs beyond the typical family or tourist snapshot? This unit will allow students to gain an understanding of how cameras work and master practical skills in black and white photography, taking photographs, processing film and printing. We will look at improving the artistic qualities of our photographs and develop an understanding of the design elements and principles. Year 10 Black and White Photography provides a pathway to VCE Studio Arts.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques and processes. Students design and make photographic work devised from a range of stimuli, demonstrating development of a personal style.

The ***Exploring and Responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments.

WORK REQUIREMENTS

1. Introduction to Photography

A series of written and practical exercises submitted in a visual diary:

- Technical functions of the SLR manual camera;
- Correct exposure through film speed, shutter speed and aperture;
- Chemical processing of black and white film;
- Safe use of enlargers and the darkroom; and,
- Printing contact sheets, test strips and photographs.

2. Folio

A folio of photographs based on the natural environment and man-made environment.

Photographs should demonstrate the following:

- Correct exposure;
- Sharp focus;
- Correct processing and printing techniques; and,
- Creative use of design elements and principles.

3. Technical Exercise

A practical project exploring various camera functions:

- Aperture and depth of field;
- Panning; and,
- Shutter speed and movement.

4. Appreciation

A series of assignments and visual and critical analysis tasks on the following areas:

- The History of Photography
- Max Dupain – Australian photographer

Examination

Students will complete an examination covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Black and White Photography at the end of the semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



MUSIC

OVERVIEW

Music in Year 10 is a semester subject. Year 10 Music is designed to extend student's experiences and skills in a variety of music situations. Students learn about music through the completion of practical and theoretical activities, performance, listening, composition and analysis. Information technologies are employed to enhance student learning in several units of work. A minimum of two years experience of singing or playing an instrument is essential.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations.

The ***Exploring and Responding*** dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

1. Composition

Students compose musical works in a variety of styles. They will develop and use a range of ideas and writing techniques depending on the style chosen.

2. Performance

Students prepare and present pieces of music as a soloist and as an ensemble member. Works performed are chosen by students and vary in style.

3. Music Appreciations and Analysis

Students analyse examples and describe characteristics of different musical styles. They develop and use appropriate vocabulary. They explore different events throughout history, which have influenced the direction of music and briefly examine social influences of the time.

(Ensemble sizes will be determined by the enrolments the semester.)

Examination

Students will complete a Theory and Aural examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Music for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



PERFORMING ARTS YEAR 10 ELECTIVE LEVEL 6 ACTING UP (DRAMA)

Overview

This course provides an introduction to the concepts and skills of performing and interpreting playscripts.

The students would be advised to complete this elective study if they wish to pursue in **Theatre Studies** in their VCE studies.

The Dimensions focus on:

- **Creating and Making** The application of research and investigation of historical, social and cultural contexts, and theatrical styles when designing theatre works
- **Exploring and Responding** involves analysis of the distinctive characteristics of particular pieces of theatre and performances of selected playwrights, directors and actors, styles, periods and movements

Work Requirements:

1. **Interpretation of a Scene.** Students will select, interpret and perform a specific scene from a playscript.
2. **Performance Analysis.** Students will evaluate a professional performance of a playscript, focusing on acting and other stagecraft.

Examination:

Students will complete an Examination covering the semester's work.

Assessment:

Students are awarded a global percentage grade of their overall performance in DRAMA for the semester based on separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS Economics standards.



LANGUAGES OTHER THAN ENGLISH (ITALIAN)

OVERVIEW

In Year 10 LOTE Italian curriculum will follow on from work completed in earlier years. The emphasis remains on using LOTE for communication by developing the skills of listening, speaking, reading and writing with a deeper understanding of the connections between language and culture, and how culture is embedded in the communication system.

STRUCTURE

Standards in the Languages Other Than English Domain are divided into the following two dimensions: *Communicating in a language other than English* and *Intercultural knowledge and language awareness*

In the ***Communicating in a language other than English*** dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied.

The ***Intercultural knowledge and language awareness*** dimension, develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system.

WORK REQUIREMENTS

Italian:

Semesters One and Two

1. Oral and Aural Tasks
2. Reading Comprehension Tasks
3. Vocabulary and Grammar Tests
4. Written Work

Examination

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Languages Other Than English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



DESIGN - TECHNOLOGY

(All students are expected to complete at least one unit from the Technology range.)

DESIGN AND TECHNOLOGY

OVERVIEW

Design and Technology involves the student designing and producing three-dimensional products using a Design Brief as a guide. The semester's focus is centered around the design and production of a piece of furniture using a selection of different materials. Students are encouraged to create a product that is both original and functional. In the design stage students transform ideas into creative and innovative plans using ICT resources wherever appropriate. In a workshop setting, students build on skills gained in previous years and learn the correct use of some of the more challenging hand tools including an introduction to some of the more complex powered tools. Finally, students are required to analyse and evaluate the effectiveness of their finished product by making judgments concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions

- **Investigating and Designing**

Students develop design concepts, production plans and conduct investigations into suitable materials. Students are encouraged to utilise ICT in creating their design plans

- **Producing**

Students select appropriate tools, equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.

- **Analysing and Evaluating**

In this dimension, the outcomes of design and production activities are scrutinized and compared in effectiveness with the design brief.

WORK REQUIREMENTS

1. Investigating and Designing

Using ICT equipment and techniques, students develop a design brief that requires research into the needs of a potential client or user, considering a range of design factors, and the characteristics and properties of materials.

2. Producing

Students select correct materials, tools, equipment and processes to safely construct a 3 dimensional product.

3. Analysing and evaluating

Both as individuals and in a group setting students critically analyse their product in terms of its suitability and effectiveness.

Examination

Students will complete an examination covering the semester's work

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in this elective. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



SYSTEMS and TECHNOLOGY

OVERVIEW

Systems and Technology involves the student designing and producing a working system that integrates both mechanical and electrical/electronic sub-systems, using a Design Brief as a guide. The semester's focus is centered around the design and production of a remote control model car. In the design stage, students transform ideas into creative and innovative plans using ICT resources wherever appropriate. Using selected electrical and electronic sub-systems, students then implement their design plans in the production stage. In a workshop setting, students develop manual and diagnostic skills through the safe and appropriate use of tools, equipment and techniques. Finally, students are required to evaluate the effectiveness of their finished product by making judgements concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions:

Investigating and Designing

Having conducted a thorough investigation into materials, sub-systems and design options, students develop an effective plan prior to production. Students are encouraged to utilise ICT in creating their design plans

Producing

Students select appropriate tools, equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.

Analysing and Evaluating

In this dimension, the outcomes of design and production activities are scrutinised and compared in effectiveness with the design brief.

WORK REQUIREMENTS

1. Investigating and Designing

Using ICT equipment and techniques, students develop a design brief that requires research into the needs of a potential client or user, considering factors such as expected function and performance, energy usage and suitability of materials or subsystems

2. Producing

Students select correct component parts, materials, tools, equipment and processes to safely construct a working system

3. Analysing and evaluating

Both as individuals and in a group setting, students critically analyse their product in terms of its suitability and effectiveness.

Examination

Students will complete an examination covering the semester's work

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in this elective. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



GAME CREATION

OVERVIEW

Welcome to 'Game Creation! This elective is for the game player who is ready to move on to the next challenge of designing and creating his own game.

This is a one semester elective consisting five classes per week. Students combine creativity with an understanding of mathematical and scientific processes to produce their own 2D and 3D games using the latest software which includes *Microsoft Visual C# Express* and *xna Games Studio*.

The course can be completed at school but the highlight of this course is the ability to play your own game with your friends on a PC or Xbox through Xbox LIVE.

Year 10 Game Creation is designed to challenge thinking processes and is a pathway to VCE Software Development, VET Multimedia (Interactive Digital Media) and VET Creative Industries.

STRUCTURE

Drawing on skills learnt in the Disciplines of The Arts, Mathematics and Science (Physics), students will be working towards the VELS Standard of **Level 6 Thinking Processes** in the following two Dimensions, which coincide with the two complementary areas of game creation:

- **Reasoning, processing and inquiry** SOFTWARE ARCHITECTURE (coding)
- **Creativity** SOFTWARE DESIGN

LEARNING OUTCOMES

On completion of this unit the student should:

- Understand the components that make up game creation
- Be familiar with game programming terms
- Have a basic knowledge of the xna framework
- Understand the Design elements (e.g. texture, lighting, colour)
- Be able to employ different coding techniques to resolve programming problems
- Be able to create basic 2D and 3D games

WORK REQUIREMENTS

1. Create a basic 2D Game which demonstrates an understanding of:
 - Planning
 - 2D Game Programming
 - 2D Graphics
 - Audio
 - User input (keyboard & Xbox controller)
2. Transform the 2D Game (created in Work Requirement 1) into a Network-enabled Game by adding:
 - Menus
 - Game States
 - Network enabling
 - Players' score
 - Multiplayer
3. Create a basic 3D Game which demonstrates an understanding of:
 - 3D Game Programming
 - Loading 3D models
 - Camera Control
 - 3D theory
 - Effects and shaders
 - Lighting
 - Terrain creation



4. Students will complete Topic Tests

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Game Creation at the end of the semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



COMPUTER GENERATED IMAGERY (CGI)

OVERVIEW

Welcome to the world of 3D design, visualisation, animation and special effects. Together, these tools can help you explore the world of animation, visualisation, visual effects and at the same time reinforce core technical, scientific, critical thinking, design and communication skills. It is never too soon to explore creative possibilities. Are you the next generation of 3D animators, architect/medical visualization specialist, visual effects specialists or game content developers?

Year 10 Computer Generated Imagery is a pathway to VET CREATIVE INDUSTRIES/MULTIMEDIA and a wide range of career areas and tertiary directions.

STRUCTURE

LEARNING OUTCOMES

Creating and Making

- Understanding and application of Autodesk 3D Studio Max and Autodesk Maya.
- Understanding the Design Process.
- Experimenting with different media, ICT and elements and principles.
- Documentation of work, including research, ideas, evaluations and refinement of solutions.

Exploring and Responding

- Using appropriate ICT terminology to describe and discuss their work.

WORK REQUIREMENTS

1. The phase of the moon.
This project is divided into six sections: Preparation, Modelling and Materials, Animation, Extras, Conveying information, and Presentation.
2. Architectural restoration.
This project is divided into six sections: Preparation, Modelling, Materials, Lighting and Animation, Extras and Conveying information, and Presentation.
3. The Digestive System
This project is divided into six sections: Preparation, Modelling, Materials, Lighting and Animation, Extras and Conveying information, and Presentation.
4. Topic
Students will complete Topic Tests covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Computer Generated imagery at the end of the semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



VET (VOCATIONAL EDUCATION AND TRAINING)

INTRODUCTION

VET in the VCE is a combined program based on the general Victorian Certificate of Education (VCE) studies and Vocational Education and Training. A VET in the VCE program allows students to complete a full VCE as well as one, or more, Certificate level qualifications. These certificates are nationally accredited and recognized. VET programs contribute to the calculation of the ATAR (Australian Tertiary Admissions Ranking) either as scored programs and, as such, are equal to all VCE subjects, or as an increment and thus treated as a 5th / 6th subject. The VET component of a student's VCE may involve a combination of VET modules and competencies delivered in school, at TAFE and in the workplace. Students who embark on a VET in the VCE program receive a good grounding in the world of work. As well as being more "job ready", these students receive a high standard of general education, broad vocational skills and the ability to take on further study and/or employment.

There are additional costs involved in completing a VET program. This is primarily to meet the cost of TAFE auspicing and delivery. Students are subsidised through government VET grants, however, a levy is required to make up the shortfall in government funding. It is worth remembering that a VET certificate is completed at a substantial discount while part of the VCE, compared to completing the same qualification as a post secondary course. There is also a substantial time saving as the qualification is gained while the student is still at school.

At the present time Salesian College forges links with local TAFE Institutes and private providers. These outside organizations are known as Registered Training Organisations. These are very useful as they provide the certification and authentication of the College's VET courses, in fact Salesian College delivers VET programs on behalf of the external Registered Training Organisations.

Achievement Outcomes

The successful completion of a two-year VET in schools program, students achieve:

- A full VCE
- One or more VET certificate
- A statement of results showing all units and modules completed
- Eligibility for enhanced ENTER.

VET in the VCE encourages collaboration between schools, RTOs, employers and students. Currently Salesian College offers four VET programs.

1. The Certificate II in Automotive Technology chosen in Year 11 and completed in Year 12
2. The Certificate II Music Industry (Foundation) is chosen in Year 11
3. The Certificate III in Music Industry (Technical Production) is chosen in Year 12
4. The Certificate III in Information Technology chosen in Year 10 and completed in Year 11.

Equivalent National Tertiary Entrance Rank (ENTER):

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE, and using the study scores students have received for a specified set of VCE studies.

Students who commence and complete a VET program and who successfully complete the Unit 3 – 4 sequence will receive a contribution to their ATAR, either as one of their primary four VCE Studies or as an increment which is calculated as 10 per cent of the average of the scaled scores of the student's primary four VCE studies. At this stage Certificate II in Automotive Technology, is an increment only. Certificate III Music Industry Technology Production and Certificate III in Information Technology are scored so they can be included in the primary four.



CERTIFICATE III IN INFORMATION TECHNOLOGY

Salesian College students who choose this course will complete Year 12 with two qualifications: the VCE and a Certificate III in Information Technology. This qualification articulates into the National Qualification Framework and gives students a head start into the Information Technology industry. In addition to gaining this VET certificate, this study counts as a full Unit 1 - 4 sequence within the VCE.

Course Aims

The aims of the VCE VET Information Technology program are to:

- Provide foundation knowledge and skills to achieve the competencies, which will enhance their employment prospects within the industry;
- Provide knowledge and skills in the advanced use of software applications; and,
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

Course Structure

Units 1 and 2: Taken in Year 10 and consists of fifteen modules. Units 3 and 4: Taken in Year 11 and consists of nine modules. The modules completed during this certificate include the following competencies: running standard diagnostic tests; connection of internal hardware components; customising and maintenance of software applications; creation of web pages using multimedia; understanding system administration; and, maintenance of all equipment.

Work Placement

Work Placement is recommended to develop competence. This can occur in any industry or business setting where there is regular and frequent use of IT hardware and software. This is usually completed during Units 1 and 2, and could occur during the compulsory work experience program at Year 10. This can also be completed by substituting work placement with a work related project to be completed in the school environment.

Certification

The certificate is issued by Box Hill Institute of TAFE, and VCAA will include the VET program on the VCE statement of results.

Contribution to the VCE

Students must complete all units of competence. They will be assessed according to current guidelines, and they will undertake an examination based on the underpinning knowledge and skills for all the modules in the Unit 3 - 4 sequence. Units 3 - 4 will be scored like any other VCE Unit 3-4 sequence, and thus can be included in the primary four studies towards the calculation of the ENTER. Coursework is worth 66%: based on:

- A product; and,
- Two portfolio tasks.

The exam is worth 34%. When this certificate is completed during Year 11, it will be a sixth VCE Unit 3-4 sequence, which is an advantage in the calculation of the ENTER. Students completing the certificate in Year 11 will not be permitted to complete Information Technology Units 1 and 2. However, students can go on to select I.T. Applications or Software Development Units 3-4 during Year 12. Please note that if a student completes the Certificate in Information Technology and the two Year 12 studies: I.T. Applications or Software Development, no more than two of these studies can be included in the primary four when calculating the student's ENTER. If a student does complete all three, the third study can only be used as a 10% increment.

Articulation to Further Study

The Certificate III can lead onto relevant Certificate IV courses at TAFE, such as Information Technology, Networking, Programming, Support, Testing and System Analysis and Design. Completing this program could also assist students in selecting university courses since they will be more aware of what is likely to be studied in those courses.