INTRODUCTION

In Year 10, Sacred Heart students begin to construct a course of studies that aims to prepare them for their transition into the senior years of secondary education. In recognition of their individual needs and aspirations, the College offers a combination of core subjects and a broad range of elective subjects including selected VCE studies.

All Year 10 students also participate in a number of very important learning experiences which form an integral component of the Year 10 curriculum program. In order to help them prepare for the future, students at this stage of their education are required to develop an understanding of their particular strengths and vocational interests. To this end, they complete the Year 10 Career Fast Track Program which provides an opportunity for self reflection and assessment, and individualised advice about career options. The students also complete a week of Work Experience where they can explore their career interests in an authentic manner. At the end of the year, students will also participate in a Transition to VCE Program which will help them explore and strengthen their ability to undertake the rigors of Years 11 and 12. These three programs allow the girls to better understand potential career pathways and the demands of VCE, and in turn will help prepare and inform their choices in the last two years of their education.

Finally, all Year 10 students participate in the New Horizons Outdoor Education experience which challenges the girls to further develop their leadership skills, independence and respect and care for our natural environment. Again, within this program we provide choice for the students as they begin to take greater ownership of their learning.

Ultimately, the aim of the Year 10 Curriculum is to enrich the spiritual, academic, social and personal lives of all our students and prepare them for the greater independence in learning that we expect from senior Sacred Heart students. It also provides them with an opportunity to experience a range of subjects prior to selecting their VCE program. Therefore, students are encouraged to try out new studies as well as consider consolidating their knowledge and skills in areas of strength and interest. The Year 10 program supports and prepares students for their journey towards tertiary study, the world of work and their adult lives. We aim to educate them for life and encourage them to always strive for excellence in learning and growth in faith.

Core Subjects
The following year long subjects are undertaken by all students in Year 10:

- Religious Education
- English
- Mathematics
- Science (Semester 1, choice of four options for Semester 2)
- Physical Education / Health

It is important to note that in Year 10, all students complete a common Semester 1 Science course and then select one elective from the four offered for Semester 2. All subjects at Year 10 have an examination at the end of each semester.

Electives
The combination of core and elective choices ensures the girls continue to access a broad education that allows them increased flexibility and choice. Students will choose six semester length elective subjects from the range offered.

- One elective must be from History.
- One elective must be from Geography.
Additional Information

- LOTE is taken as a year-long subject. It will constitute two of the six elective choices.
- VCE Unit 1 & 2 subjects are a year in length and count as two electives.

VCE Unit 1 Religion & Society and VCE Unit 2 General Mathematics are one semester in length only. They therefore count for one of the six elective choices available.

Requirements for early entry into VCE

Permission to complete a VCE study in Year 10 is not automatic. VCE studies in Year 10 are of a Year 11 standard and as such are not suitable for all girls. In order to be allowed to undertake them, students will need to have attained a high standard in their Year 9 studies and a demonstrated commitment and application to their learning. Students seeking permission to complete a VCE study in Year 10 will need to complete an Early Entry into VCE application form and submit it to their Year Level Co-ordinator by 1 August. After applications are considered, students will be advised of their ability to undertake a VCE study in Year 10. In some cases, students may need to attend an interview.

Selection Process

This booklet contains details of each elective subject from which Year 10 students make their choices. Students are encouraged to discuss the elective subjects with relevant teachers at the College. Furthermore, after discussing their choices with their parents/guardians, students will be provided with information for selecting their elective program online. Once students have entered their preferences, they are asked to print out their final selections form, have it signed by a parent/guardian, sign it themselves and submit it to their Homeroom Teacher.

Signed forms, including any Early Entry into VCE application, must be returned to the student’s Homeroom Teacher on or before Friday 1 August 2014.

It is important that students and their parents/guardians know that where there is insufficient demand for an elective subject, it may not run in the following year. Therefore it is important that students enter a number of electives so that we can establish their preferred choices. Furthermore, as places in some elective subjects may be limited, the College cannot necessarily guarantee all preferences. However, reasonable endeavours will be made to ensure that students receive their preferences in the order they submit them.
# YEAR 10 ELECTIVES OFFERED IN 2015

Year 10 students may construct an elective program from the following. Most electives are one semester in length. LOTE subjects and VCE studies are year long and therefore count as two electives or two semesters. Students must choose six semester length electives for the year.

Please note:
- Students who would like to undertake a VCE study in Year 10 must complete an Early Entry into VCE application form to be considered eligible.
- Students are permitted to complete only **ONE** VCE study in Year 10.

<table>
<thead>
<tr>
<th>Semester length electives</th>
<th>Year long electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography electives</strong> (students must include at least one of the following in their six)</td>
<td>Subjects taken for two semesters</td>
</tr>
<tr>
<td>- Con or Catastrophe?</td>
<td>- French</td>
</tr>
<tr>
<td>- Geography in Film – The Big Picture</td>
<td>- Indonesian</td>
</tr>
<tr>
<td>- People at Play: Leisure, Tourism and Rivers of Life</td>
<td>- Italian</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Dance</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Geography**</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Health &amp; Human Development</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Information Technology</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Outdoor &amp; Environmental Studies</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Physical Education</td>
</tr>
<tr>
<td></td>
<td>- VCE Units 1 &amp; 2 Psychology</td>
</tr>
<tr>
<td><strong>History electives</strong> (students must include at least one of the following in their six)</td>
<td><strong>Students who select VCE Geography are not required to select an elective from the Geography range; however, they may do so if they wish.</strong></td>
</tr>
<tr>
<td>- &quot;Good morning Vietnam&quot;: The Living room War</td>
<td></td>
</tr>
<tr>
<td>- &quot;I have a dream&quot;: The Civil Rights Movement</td>
<td></td>
</tr>
<tr>
<td>- Suspicion and Espionage – the Cold War Years 1945 – 1991</td>
<td></td>
</tr>
<tr>
<td>- Total War - World War II: 1939-1945</td>
<td></td>
</tr>
<tr>
<td>- &quot;Welcome to Television” – Popular Culture from 1945 - present</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Two Science Electives</strong> (Students must select one of the following)</td>
<td></td>
</tr>
<tr>
<td>- Commercial Science</td>
<td></td>
</tr>
<tr>
<td>- Environmental Science</td>
<td></td>
</tr>
<tr>
<td>- Human Science</td>
<td></td>
</tr>
<tr>
<td>- Robotics and Electronics</td>
<td></td>
</tr>
<tr>
<td>- Art</td>
<td></td>
</tr>
<tr>
<td>- Dance</td>
<td></td>
</tr>
<tr>
<td>- Drama</td>
<td></td>
</tr>
<tr>
<td>- Heroines in Literature</td>
<td></td>
</tr>
<tr>
<td>- Fitter, Faster, Stronger</td>
<td></td>
</tr>
<tr>
<td>- Food Technology</td>
<td></td>
</tr>
<tr>
<td>- Making &amp; Breaking the Law</td>
<td></td>
</tr>
<tr>
<td>- Media</td>
<td></td>
</tr>
<tr>
<td>- Music</td>
<td></td>
</tr>
<tr>
<td>- Stagecraft</td>
<td></td>
</tr>
<tr>
<td>- Taking Care of Business</td>
<td></td>
</tr>
<tr>
<td>- Technology - Connect, communicate, create</td>
<td></td>
</tr>
<tr>
<td>- Visual Communication</td>
<td></td>
</tr>
<tr>
<td>- VCE Units 1 Religion &amp; Society</td>
<td></td>
</tr>
<tr>
<td>- VCE Unit 2 General Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
2015 YEAR 10 ELECTIVE CHOICES

GEOGRAPHY ELECTIVES

Students must include at least one of the following Geography electives in their first six preferences. If applying to take VCE Geography, students do not have to select from the following but they may do so if they wish.

CON OR CATASTROPHE?

OVERVIEW
How will our world change over the next 20 years? This unit examines the interlinked issues of climate change and population growth. The global warming debate occurs more in the popular media than in the scientific literature where there is strong consensus. The disputed issues involve the causes of increased global temperatures since the mid-20th century, whether such a warming trend is unprecedented or within normal climatic variations, whether humankind has contributed significantly to it, and whether the increase is wholly or partially an artefact of poor measurements. Additional disagreements surround the predictions and consequences of global warming. What is the role of alternative energies in this debate?

The world population has experienced continuous growth since the end of the Great Famine and Black Death in 1350 when it stood at around 370 million. Current projections show a continued increase in population, but a steady decline in growth rate, with the global population expected to reach 10 billion by 2050. Can the world support this number of citizens? Improved food and wealth distribution; along with a new Green Revolution, may be the answer.

STRUCTURE
This elective works towards the following standards:
• Geographical knowledge and understanding
• Geospatial skills
• ICT for creating
• ICT for communicating
• Working in teams.

Students examine
• The causes of natural and human-induced climate change
• Alternative energy sources
• The distribution, causes and implications of global population growth
• The various strategies used to control population growth such as China’s “One Child Policy”.

ASSESSMENT
• Data presentation and analysis tasks
• ICT presentation
• Investigations
• Test
• Examination
GEOGRAPHY IN FILM – THE BIG PICTURE

OVERVIEW
We all know that David Attenborough and his colleagues have made some wonderful documentaries about the Geographical world, but this subject leapfrogs these documentaries and puts students behind the lens of Hollywood, Bollywood or perhaps even the major European filmmakers. Through feature length films, students will venture into the world around them to explore some of the big issues faced by people and the environment around the globe.

Popular films will be used as springboards into some of the most significant issues facing the world today, including the exploding population and its migration, poverty and development, the Geography of disease, amazing and impossible places on earth, fair trade and globalisation.

STRUCTURE
This subject works towards the following standards:
- The operation of a major natural system and its interaction with human activities and how this interaction can be successfully managed
- Global patterns of development from a range of perspectives and the factors that determine these patterns
- Development issues and the formulation and evaluation of comprehensive policies, including those for sustainable use and management of resources
- Fieldwork evidence and research inquiries
- Accurate interpretation of information including different types of maps and photographs at a range of scales, and use map evidence to support explanations
- Use of geographical presentation conventions.

ASSESSMENT
- One Research Project. Working as a member of a team, students will conduct research and report findings to the class using multi-media such as video or ‘Prezi’ presentation
- Mapping and data presentation/analysis exercises completed in class
- Film Folio
- One Fieldwork Report
- At least one major Topic Test
- Examination

PEOPLE AT PLAY – LEISURE AND TOURISM AND RIVERS OF LIFE

OVERVIEW
If students love learning about exciting places this is a great elective for them! Our study of the world around us will not be confined to the four walls of a classroom because students will also visit popular tourist sites in Melbourne such as Federation Square, Eureka Tower, Southbank, Crown Towers Hotel and a cruise past Docklands on Melbourne’s Yarra River. Tourism is one of Australia’s most important industries, generating over $35 billion for Australia annually and employing over 500,000 Australians. International tourism is also booming. Everybody loves a holiday, but what are the economic, cultural and environmental impacts of tourism? Many tourist destinations are near important rivers, but rivers mean even more to humankind than this; they are the lifeblood of civilization and have been for thousands of years. We rely on them in many ways, including their utilization as a tourism resource.
STRUCTURE
This subject works towards the following standards:
- The operation of a major natural system and its interaction with human activities
- Evaluation of policies, including those for sustainable use and management of resources
- Accurate interpretation of information on different types of maps and photographs at a range of scales, and use of map evidence to support explanations
- Collection and collation of information gathered from fieldwork observations and presentation of findings observing geographical presentation conventions.

ASSESSMENT
- One Research Project in each term. Working as a member of a team, students will conduct research and report their findings to the class using multi-media such as video or a ‘Prezi’ presentation. The students’ tasks will be to investigate the Geographical characteristics and management issues relating to:
  1. A variety of tourism destinations around the world and
  2. One major river environment anywhere in the world
- Mapping and data presentation/analysis exercises completed in class
- One Fieldwork Report
- Two Topic Tests
- Examination

HISTORY ELECTIVES
Students must include at least one of the following History electives in their first six preferences.

‘GOOD MORNING VIETNAM!’ THE LIVING ROOM WAR

OVERVIEW
The Vietnam War was a long, bloody conflict that ended with the United States’ first military upset. It was the longest military battle that Australia had been involved in and it was the first war to be shown through the media. As such, it became known as ‘the living room war’, because night after night the horrors of war were brought into people’s living rooms. This war had significant and far reaching ramifications for all countries involved. This elective examines the military, political and diplomatic history of the Vietnam War, as well as the context in which it was fought, the Cold War and the revolutionary changes of the 1960s. Therefore, topics covered in this elective will include the early history and culture of Vietnam, the French involvement, Cold War ideology, tension and the nuclear standoff between the USSR and the USA. Students will also look at Australia’s involvement in the war, conscription, the role of the media, the protest movements that emerged both in Australia and internationally, and the music of the Vietnam War era. To end the unit students will focus on the issues that have arisen and the ramifications of this war including migration, the effects of chemical warfare, Vietnam veterans’ issues, and approaches to commemoration and remembrance. This elective will include an excursion to the Vietnam Veterans’ War Memorial Museum in Phillip Island.

STRUCTURE
- The Modern World and Australia - the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War.
- The Globalizing World - The impact of at least one world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees
- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ‘n’ roll
- Development of historical inquiry skills, historical knowledge and understanding.
ASSESSMENT
- Research and Investigation
- Document analyses
- Essay
- Case Study
- Presentations
- Examination

“I HAVE A DREAM…” THE CIVIL RIGHTS MOVEMENT

OVERVIEW
The Civil Rights Movement in America saw African-Americans fight for the same rights and freedoms as white Americans and addressed issues of racism in the forms of segregation and discrimination. The movement spanned more than 1945 to 1968; however, it was after these years that fundamentally important events took place in regards to the Movement. The Montgomery Bus Boycott and Rosa Parks, the incident at Little Rock High School, the activism of Martin Luther King and Malcolm King, the work undertaken by presidents Truman and Johnson, the Civil Rights Acts, the Freedom Rides and the evolution of the Ku Klux Klan all had a profound impact on the fight for equal rights, both in the United States and Australia.

This elective will examine the social and political history of the Civil Rights Movement. It will focus mainly on the Movement in the United States but also briefly examine the impact these societal changes in America had on the Indigenous population in Australia. Students will study the racism and racist policies that existed in the United States prior to the Civil Rights Movement and look at early key events that challenged this discrimination. Key activists such as Rosa Parks, Martin Luther King and Malcolm X will be examined as well as the role of the Ku Klux Klan. The music, art and protest culture of the 1960’s will also be investigated. A small part of the course will examine how the Movement in America influenced the emergence of the fight for Indigenous Rights in Australia, with a focus on the 1962 right to vote, the 1967 Referendum, Reconciliation, the Mabo decision, The Stolen Generation and the Apology. There is also a possibility of collaborating with American students via the Internet (email, Skype, blogging and/or creating a joint website) depending on the logistics of a shared project.

STRUCTURE
- The Modern World and Australia - The impact of at least one world event or development and its significance for Australia. In this elective it is the US civil rights movement and its significance and influence on the struggle for Aboriginal and Torres Strait Islander peoples’ rights and freedoms.
- Development of historical knowledge and understanding and historical skills.
- Development of historical inquiry and interpretation.
ASSESSMENT
- Research and Investigation
- Document analyses
- Case Study
- Film Study and Essay
- Group Presentations
- Examination


OVERVIEW
World War Two ended with a bang! By dropping the atomic bombs on Nagasaki and Hiroshima, the United States ended the Second World War and alerted the world to their enormous military capabilities, declaring them a superpower. The Soviet Union cast a long shadow over Eastern Europe liberating it from the threat of the Nazis. As allies against Hitler’s tyranny, the USA and Soviet Union defeated the threat of fascism across Europe and Asia but when it came time to divide the spoils of war, the two friends quickly became foes.

The capitalist-democratic USA and dictatorial communist Soviet Union soon engaged in a war of suspicion and mistrust as each nation had a contradictory vision for the post-war world. Both sides of the conflict wanted to avoid direct military action because of the very real threat of absolute nuclear destruction. Instead the period was punctuated by explosive situations that threatened to bring open war. In this unit you'll look at the Berlin Airlift (1948-1949), the Korean Conflict (1950-1953), the Cuban Missile Crisis (1962), the Vietnam War (1964-1975), and the Afghan Invasion (1979-1989). Ending with the fall of the Berlin Wall in 1989 and the subsequent collapse of the Soviet Union in 1991, we will also explore how the world still carries the scars of the Cold War.

STRUCTURE
- The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, the USA and Asia.
- The nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan).
- Development of historical inquiry skills, historical knowledge and understanding.

ASSESSMENT
- Research and Investigation
- Document analyses
- Essay
- Case Study
- Presentations
- Examination
TOTAL WAR - WORLD WAR II: 1939 - 1945

OVERVIEW
It was the bloodiest, deadliest war the world had ever seen. More than 38 million people died, many of them innocent civilians. It also was the most destructive war in history. Fighting raged in many parts of the world. More than 50 nations took part in the war, which changed the world forever. For many, World War II had a clear-cut purpose and people knew why they were fighting: to defeat tyranny. Most of Europe had been conquered by Nazi Germany, which was under the iron grip of dictator Adolf Hitler. The war in Europe began with Germany's invasion of Poland in 1939. In Asia and the Pacific, Japanese armies invaded country after country, island after island. On December 7, 1941, Japanese planes bombed Pearl Harbor, Hawaii. The next day, the US Congress declared war, taking the USA into World War II. This unit will be looking at the causes of World War II, an overview of the major battles in Europe, and Australia's involvement in the war in the Pacific. There will be a focus on the Fall of Singapore, Prisoners of War experiences under the Japanese, the Bombing of Darwin culminating in the dropping of the atomic bomb on Hiroshima and Nagasaki.

STRUCTURE
• Students investigate wartime experiences through an in depth study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.
  • An overview of the causes and course of World War II
  • The experiences of Australians during World War II
  • The impact of World War II.

ASSESSMENT
• Research and Investigation
• Document analyses
• Essay
• Case Study
• Presentations
• Examination

“WELCOME TO TELEVISION…” POPULAR CULTURE FROM 1945 – PRESENT.

OVERVIEW
Since World War II, Australia has changed dramatically. In 1956, television and rock ‘n’ roll music were introduced to Australia. Rock ‘n’ roll and television have always generated controversy and at times divided society. The introduction to Australia had a huge impact on society, changed our culture and influenced generations for years to come. Teenagers suddenly had a different outlook on life. Can you imagine life without television and music?

This history elective will help students to understand the impacts of the introduction of television and rock ‘n’ roll on Australian life, and how they helped change our culture. Students will focus on foreign influences, in particular American and British popular culture, including rock icons such as Elvis Presley, Bill Haley and the Comets, and The Beatles. They will also look at the impact of television in changing Australian culture including the televising of rock icons on shows such as the Ed Sullivan show and world events such as the Melbourne Olympics in 1956. The second part of this unit focuses on Australia’s music and film contribution to the rest of the world. By the start of the 21st century, Australia had emerged as a country able to export popular culture to the world. It has also absorbed an array of influences to create something uniquely Australian. We will look closely at films such as ‘Crocodile Dundee’ and how we present a uniquely Australian story to the rest of the world. Music, film, television and sport have not only become ways of reflecting who we are, but have also enabled Australia to engage with the rest of the world.
STRUCTURE

- Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century.
- Popular Culture 1945-present: the nature of popular culture and developments at the end of WWII and their impact on life in Australia.
- Australia’s contribution to international popular culture.
- Development of historical inquiry skills, historical knowledge and understanding.

ASSESSMENT

- Research and Investigation
- Document analyses
- Essay
- Case Study
- Presentations
- Examination

SEMESTER TWO SCIENCE ELECTIVE CHOICES

In Year 10, Science is a compulsory year long subject. All students complete a common program in Semester One. Second semester commences with a core unit then, in order to provide greater choice, students select their preferred elective from the four choices of Science electives for the final unit in Semester Two. Each elective is equally weighted and students may only select one of the following four options.

COMMERCIAL SCIENCE

OVERVIEW

Commercial Science will focus on all areas of science from an applied perspective. Topics covered may include food science, labelling and advertising, the use of chemistry in industry, nanotechnology, cosmetics and medical technology.

STRUCTURE

This subject works towards the following standards:

- using scientific knowledge to evaluate whether they should accept claims, explanations or predictions
- exploring advances in emerging sciences and technologies that can significantly affect people’s lives including generating new career opportunities
- using the knowledge of Science to test claims made in advertising

ENVIRONMENTAL SCIENCE

OVERVIEW

Environmental Science will focus on the biology and chemistry of the natural world. The unit will look at global systems and cycles, water quality in creeks and streams, sources and environmental effects of different energy types and sustainability.
STRUCTURE
This subject works towards the following standards:
- understanding global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- investigating technologies associated with the reduction of carbon pollution
- describing how scientific arguments, as well as ethical, economic and social arguments, are used to make decisions regarding personal and community issues

HUMAN SCIENCE

OVERVIEW
Human Science will look at how the human immune system works in detecting and responding to pathogens. The subject will also investigate what pathogens are and look at the different types of pathogens. Also investigated, will be the barriers and mechanisms that organisms use to them from invasion and infection. Human Science will further examine the role of vaccines and antibody serums and their importance in maintaining immunity for a particular disease in the human population.

STRUCTURE
This subject works towards the following standards:
- the transmission of heritable characteristics from one generation to the next involves DNA and genes
- energy conservation in a system / chemical reactions
- researching the methods used by scientists in studies reported in the media
- different types of chemical reactions are used to produce a range of products and can occur at different rate

ROBOTICS AND ELECTRONICS

OVERVIEW
This is a very practical elective divided into two distinct units. In Electronics, students learn how to solder and then apply this skill when making a simple circuit such as a water indicator, a music maker, a single transistor amplifier or a simple radio. In the second unit, students use LEGO Robolab kits to explore Robotics and the solving of engineering design problems. Students build robotic systems and learn a simple programming language that allows them to program LEGO models to autonomously perform tasks.

Students can select this elective regardless of whether they chose the Robotics and Electronics Elective in Year 9. Projects will be tailored to the skill level of the individual student based on previous subject choices.

STRUCTURE
This subject works towards the following standards:
- Investigating factors that affect the transfer of energy through an electric circuit
- Advances in scientific understanding that often rely on developments in technology

ASSESSMENT FOR ALL SCIENCE ELECTIVES
In each of the above electives, assessment throughout the semester may include assignments, practical reports and topic tests. There will also be an Examination for each Science elective subject completed in Semester Two.
ELECTIVES OFFERED BY OTHER DEPARTMENTS

Students may construct the rest of their program from the following elective choices.

ART

OVERVIEW
In Art students will be given exciting and challenging artistic tasks, but the way they respond to them is their own! Students will develop their own ideas and working methods. They will look at the human figure, experience life drawing classes, and work towards creating their own Hebel Stone sculpture. They will be introduced to carving and modelling techniques and will venture out with easels and paints in hand to an Oakleigh locale, where they will experience plein-air painting (just as the Heidelberg School artists did at the end of the 19th Century).

The Art Appreciation component of the course is strongly integrated with the practical studies. Through the study of Australian art periods (such as the Colonial and Heidelberg school) and more contemporary artists (like the sculptor Henry Moore) students will begin to understand the relevance of Art Appreciation to their own creative output. Students will be taught how to investigate and critically analyse artworks from these periods. This elective leads to VCE Art.

STRUCTURE
In this elective, students will:

- Create artworks devised from a range of stimuli and demonstrate through these works an emerging personal style. They will also demonstrate technical competence in the use of skills, techniques and processes.
- Communicate their ideas through the manipulation of art elements and principles to create the desired aesthetic qualities. They will also maintain a record of how ideas develop in the creating, making and presenting of their arts works in their Visual Diary.
- Analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts.

ASSESSMENT
The main assessment tasks are:

- Two-Dimensional artwork
- Three-Dimensional artwork
- Art Appreciation
- Examination

DANCE

OVERVIEW
In Dance students undertake practical classes, analyse the choreography of dance works and research famous choreographers throughout history. They will build on existing dance skills by learning group dances in different styles, such as contemporary, jazz and hip hop. To showcase their practical work, students have the opportunity to perform at a variety of school-based performances. Students should have some dance experience before they choose this subject. For example, they may have undertaken Dance or Dance Styles in Year 9 or have had some dance classes outside of school. This elective leads to VCE Dance. It would be challenging for students to study VCE Dance in senior years if they had not completed this elective or had some training in Dance outside of the school.
**STRUCTURE**
In this elective, students will:
- Develop and refine existing technical skills in a range of dance styles.
- Develop skills and knowledge in composing solo dance works.
- Gain skills in dance analysis.

**ASSESSMENT**
The main assessment tasks in this elective include:
- Performance in Class Dance Works
- Dance Analysis
- Solo Composition Examination (practical)
- Written Examination

---

**DRAMA**

**OVERVIEW**
In Drama students will develop acting skills and apply them to both improvised and scripted drama. They will explore ways of creating characters with depth and credibility as they interact with other characters in scenes and plays. Students are assisted in identifying themes and issues in their work and to consider ways in which dramatic elements, styles and conventions can be used to convey these themes and issues to an audience. Students will attend a professional theatre production and write a critical review. Opportunities for public performance also exist, either at the ‘Catholic Wellbeing Drama Festival’ or the College Arts Festival. If students are only interested in backstage and crew work, they should choose the Stagecraft elective. This Drama elective leads to Theatre Studies at VCE.

**STRUCTURE**
In this elective, students will:
- Develop confidence in playing a variety of character roles
- Build skills in ensemble play creation and monologue work
- Develop skills in responding analytically to drama performances.

**ASSESSMENT**
The main assessment tasks in this elective include:
- Performance in an Ensemble Play
- Production Analysis
- Monologue Examination (practical)
- Written Examination

---

**HEROINES IN LITERATURE**

**OVERVIEW**
The focus of this elective is to explore the impact and influence of women writers and significant works based on female characters. Students will be required to identify and analyse the views and values presented about women or by women in various literary forms. The course will cover a range of Australian and international authors over a range of eras. This subject will appeal to students who are avid readers, critical thinkers and competent writers. This elective leads to VCE Literature.
STRUCTURE
This elective aims to achieve the following:

• Expose students to a range of literary forms and genres
• Enhance students’ critical thinking and their ability to analyse
• Provide opportunities to respond in a variety of written styles and/or present electronically to a wide audience

ASSESSMENT
Students will produce a folio of responses to the literary works studied. These will be in a variety of formats and will include at least one presentation. Possible formats include:

• Review
• Essay
• Imaginative response
• Electronic presentation
• Examination

FITTER, FASTER, STRONGER

OVERVIEW
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Using their knowledge of different sports, students will then investigate the required fitness components and participate in a training program. Athletes and coaches aim to continually improve and use nutritional strategies to gain advantage over their competition. Students will learn to critically evaluate different techniques and practices that can be used to enhance performance. Unique experiences for students undertaking this elective include:

• The opportunity to visit a gymnasium and talk to a fitness instructor about how they design training programs for their clients.
• The opportunity to design and participate in their own 6 week training program.
• The opportunity to participate in a variety of physical activities in different settings.

STRUCTURE:
This elective works towards the following:

• Understanding the importance of training principles (specificity, frequency, intensity, duration and overload)
• Designing, participating in and evaluating a six-week training program that demonstrates the correct application of training principles and methods to enhance their fitness components.
• Gaining a general understanding of nutritional strategies used to enhance performance and improve recovery.

This subject is recommended for students who are considering selecting VCE Physical Education.

ASSESSMENT
Assessment tasks include the following:

• Assignment
• Examination
FOOD TECHNOLOGY

OVERVIEW
This subject has a significant practical component which is complemented by relevant theory. The key topics covered in the theoretical component include: safe and hygienic use of tools and equipment in food preparation; international foods; menu planning; and fats and sugars in food production. Students participate in a variety of practical activities including some which are designed by the students. They investigate, design, produce, analyse and evaluate other productions related to the focus topic. Safe and hygienic operations are important elements of the course which allow students to develop new skills for use in small and large scale kitchen settings. This elective leads to VCE Food Technology.

Unique experiences:
- Catering for a set menu
- Cake decoration

STRUCTURE
This elective works towards the following:
- Confidently applying design thinking, creativity, innovation, enterprise and project management skills as students develop design projects of increasing sophistication
- The ability to identify, explore, critique, design and produce increasing independence, quality products, services and environments using a range of skills and processes, recognizing risks and adopting safe work practices for increasingly complex problems
- Learning to evaluate the design processes employed and the solution achieved, using identified design criteria and with consideration of impact.

ASSESSMENT
- Investigation and Design Task
- Production Activities
- Evaluation Tasks
- Examination

LOTE: (Languages Other Than English) FRENCH, INDONESIAN OR ITALIAN

OVERVIEW
Year 10 LOTE is a full year elective, therefore students should count it as two semester electives.
In Year 10 LOTE, students continue to develop their competency in the language by working on listening, speaking, reading and writing skills. The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia’s cultural diversity. The study of a language can also enhance students’ vocational prospects. Any student aiming to study French, Indonesian or Italian in their VCE years, must select the relevant language at Year 10.
STRUCTURE
Year 10 LOTE students will work towards developing in the following areas:

- Discrimination and use of pronunciation, tone, intonation and meter
- Participation in interactions related to specific topics and use of insights from previous language learning in oral interactions
- Reproduction of the main features of grammar in the language and the ability to identify between English and other languages
- Awareness of the cultural and language requirements of a range of situations associated with the topics being studied
- Use of a range of strategies to assist in reading and listening comprehension.

ASSESSMENT
Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Tests
- Examination

MAKING AND BREAKING THE LAW

OVERVIEW
Would students like to know about their legal rights, investigate what happens to perpetrators and victims of crime, and discover how the courts and criminal justice system resolve disputes? Young people have laws designed specifically to protect their rights as individuals. This unit provides the opportunity to explore these criminal and civil rights and obligations. Students will learn how our laws are made and how the Constitution works. They will investigate human rights issues and discover how our voting systems work. The political realm is dynamic and integral to our daily lives with the political parties people vote for making decisions which affect all of society. Students learn how as citizens, they are able to influence changes in the law through a variety of means including demonstrations and petitions. They examine the influence of global politics in countries such as the USA and how these countries impact on Australia’s law making decisions. This unit is an exciting introduction to the world of law and government. Students will also have the opportunity to explore interesting examples of our legal system in action.

STRUCTURE
In this elective, students will:

- develop their understanding of our democratic system of parliamentary representation
- research the heritage of Australia’s legal and political systems
- explore the various methods available to individuals and groups in changing the law and the impact of international perspectives
- present and argue their points of view regarding law reform issues
- investigate and evaluate civil and criminal laws affecting people.

ASSESSMENT

- Tests
- Investigations
- Court report
- Newspaper Folio
- Examination
MEDIA

OVERVIEW
In Media, students develop and make short films that use nearly all the tools used to produce films seen on TV and in movie theatres. These tools include the use of shots, music, titles, slow-motion, special effects, and digital editing. Nearly every lesson involves hands-on practical work. All work is undertaken in groups, unless students choose to work alone. For their main film, students may use locations outside of the school when filming. No prior experience in film making is needed. However, if students have completed Year 9 Media, they will find the skills they learnt will be extended and reinforced, especially in the area of editing for continuity. This elective leads to VCE Media.

STRUCTURE
Students:
• Are introduced to the basics of the production process by the creation of a class film
• Make a ‘Test film’, in which they devise, shoot and edit a short film
• Create their ‘Main film’, showing all the skills they have learnt, including writing a short treatment, storyboarding, shot listing, filming and editing
• Make a DVD (with cover and label) that encompasses their complete semester’s work. (Films can also be exported for use on iPhones, iTunes, and other methods of viewing)

ASSESSMENT
There are two main assessment tasks for this elective:
• Pre-production: students are evaluated on their organisational skills, including the use of script, storyboards, shot lists and other media industry pre-production tools
• Production: students produce a ‘Test’ and ‘Main’ film
• Investigate a Production Technique report
• Examination

MUSIC

OVERVIEW
In Year 10 Music students will further develop their performance skills, both individually and in groups. They will develop a deepened understanding of music concepts and languages, practices, technologies and techniques. Students explore various vocal, composition, technical, aural, theoretical and performance skills and have the opportunity to arrange music for a school ensemble. As well as developing skills on their own instrument, students can enhance their knowledge and skill area on other instruments, including guitar, bass guitar, drum kit, piano and voice. To showcase their practical work, students have the opportunity to perform at a variety of school-based performances throughout the semester. Students should have some knowledge of musical theory before they undertake this elective. They also should have some skills on an instrument or as a singer. Students may need to demonstrate their musical skill if they have not completed Year 9 Music. Unless students have had Music training outside of the school, this elective is required if students are considering VCE Music in the future. It does not matter what instrument students play, or in which style they sing.
STRUCTURE
Students will learn the following:
- As composers, they will create, shape, and refine musical ideas in a range of forms and styles, with consideration of the musical needs and practices of performers.
- As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument.
- As sound engineers, they will use a range of ICT tools.
- As artists, they will develop a personal style as they perform, improvise and compose instrumental and/or vocal works with imaginative and aurally perceptive approaches in the use of music skills, techniques and processes.

ASSESSMENT
- Aural activities and theory knowledge
- The application of aural, theory and production skills to develop an arrangement.
- Group and Solo Performances
- Examination

STAGECRAFT

OVERVIEW
Stagecraft is a ‘hands on’ elective that allows students to explore the basic areas of theatre design. Students will research, plan and build designs in set, costume and make-up. These design projects may correspond directly with performance events at the College, such as the Musical, Catholic Wellbeing Drama Festival play and Arts Festival. Whilst this subject is focused on a ‘behind the scenes’ examination of theatre, students will also have the opportunity to perform and analyse a production. If students are very interested in acting, and not so interested in backstage and crew work, they should select Drama. This elective leads on to Theatre Studies at VCE.

STRUCTURE
Students will work towards:
- Developing skills across a range of stagecraft areas
- Gaining a broad appreciation for theatre production
- Developing skills in working collaboratively on performance projects

ASSESSMENT
The main assessment tasks include:
- Stagecraft Folio
- Production Skills
- Production Analysis
- Examination
TAKING CARE OF BUSINESS

OVERVIEW
Taking Care of Business is based on a combination of personal economics, and running and managing a business. It is important that senior students develop an understanding of how to manage their personal finances. Students will develop budgeting skills using Excel spreadsheets and apps. They will develop their understanding of how to generate an income and how to successfully manage their expenses. The effective use of credit will also be explored. Students will investigate various ways of developing and operating a small business including starting a business from scratch, buying an existing business or a franchise. This unit is an exciting introduction to the world of business and personal economics.

STRUCTURE
Students will:
- focus on concepts such as introductory banking, saving and financial management, and understanding credit
- develop skills in operating a small business and learn about the benefits and costs of being self-employed
- develop ICT skills which will assist in the effective management of personal finances and small businesses.

ASSESSMENT TASKS
- Financial Management Test
- Research / Budgeting Task
- Starting a Business Task
- Examination

TECHNOLOGY: CONNECT, COMMUNICATE, CREATE

OVERVIEW
There are not many employment vacancies that do not require Information Technology. This elective is designed to make sure that students stay ahead of the latest technological developments by providing a range of technology experiences. Students will investigate what apps are, how they operate and their basic development. They will create their own app using online devices. Using a real world example, students will also use DreamWeaver to create a website for a particular company. They will incorporate the use of text, image, animation and video. Students will be able to use Excel features. As part of Technology: Connect, Communicate, Create students will go on an excursion to Swinburne University to learn about emerging technologies.

Students can select this elective regardless of whether they have completed Technology for the Future or Technology for You in Year 9. Projects will be tailored to the skill level of the individual student based on previous subject choices.

STRUCTURE
Students will:
- Explore various ipad applications so that they can plan, create and publish one of their own.
- Use their ideas to design and create a Website for a real life business.
- Excel functions.

ASSESSMENT
- Students will complete a series of practical projects
- Examination
VISUAL COMMUNICATION

OVERVIEW
Graphic designers transmit messages, concepts and detailed information to a wide range of people, regardless of race, nationality, culture or language. Depending on their task, they need to make their graphic ideas look clear, urgent, "cool", expensive, or even – sometimes – they need to make their ideas invisible. Students will learn how to manipulate an audience using graphic ideas. In Visual Communication, students will learn how to execute 3rd angle orthogonal and paraline drawings. They will create maps and statistical diagrams, and undertake the complete design process as if they were working in a real design studio. The main emphasis of the course is on the acquisition of practical visual communication skills and drawing. Students will be expected to be creative, thoughtful and show they can represent their observations and communicate their thoughts about issues and concepts. This elective leads to VCE Visual Communication.

STRUCTURE
Students:
- Learn how to depict an object in three dimensions
- Distinguish pictorial drawings using parallel and converging lines
- Apply conceptual ideas into pictorial presentations
- Use the design process to construct their own maps
- Respond to briefs representative of the three fields of practice: Communication, Product and Environmental Design

ASSESSMENT
The main assessment tasks are:
- Product design
- Statistical diagram
- Illustrative map
- Examination
Early entry into VCE allows students to undertake the challenge of completing a Year 11 study in Year 10. These subjects are taught at a Year 11 standard and students may be in classes with Year 11 students. Permission to complete a VCE study is not automatic. Year 9 students will need to meet the following selection criteria before permission to pursue this pathway is granted:

- Attained at least 80% in each of their Year 9 subjects’ Assessment Tasks
- A demonstrated commitment and application to learning
- Submitted an Early Entry into VCE Application form by 1 August 2014

It is important that students intending to complete a VCE study in Year 10 become familiar with the following rules and expectations as set by the Victorian Curriculum and Assessment Authority (VCAA).

- Each VCE study outlines a set of Learning Outcomes that students must meet in order to attain a Satisfactory result (pass the subject)
- The Learning Outcomes describe the knowledge and skills that students must demonstrate to achieve a Satisfactory (S). If a student does not meet the Learning Outcomes, they will be awarded a Not Satisfactory (N). To obtain an S result for each Unit, students must achieve a ‘Satisfactory’ result for each Outcome. If one Outcome receives an “N”, then it is deemed that the whole unit is an “N”.
- Assessment Tasks are completed in class time, so attendance is vital
- Units 1 and 2 tasks are assessed within the College. S and N results are reported to VCAA.

In order for a student to attain a Satisfactory (S) result they must:
- Produce work that demonstrates the required knowledge and skills
- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly their own, and
- Observe all VCAA and school rules.

Year 9 students may apply to complete ONE of the following VCE studies.

**VCE UNIT 1 RELIGION & SOCIETY (INTERFAITH DIALOGUE)**

Students are reminded that this is a One Semester Elective.

**UNIT 1**
The beliefs, values and ideas of religious traditions play a key part in shaping and maintaining culture. Religious beliefs about the nature of existence and purpose of human life provide a basis for understanding the world and guiding daily personal and communal action. This unit assists students to engage with some of the great questions of life and to develop understanding and respect for participants in other religious traditions. Throughout this unit several religious traditions will be studied and will be chosen from the following groups:

- Religions of ancient civilizations (for example, Mesopotamian, Babylonian, Egyptian, Canaanite, Roman, and Greek)
• Primal religions (for example, Australian Aboriginal religions, and religions of the Pacific islands)
• Asian religions (for example, Buddhism, Hinduism, Chinese religions)
• Abrahamic religions (for example, Judaism, Christianity and Islam)

Excursions/Incursions and other experiences may include:
• Visit to the Jewish Museum and Islamic Museum
• Interfaith Tour
• Links with Jewish, Muslim and Christian Association (blogs and guest speakers)

Successful completion of this study may lead to Religion & Society Units 3 & 4 in Year 11 or 12.

OUTCOMES
On completion of this unit students should be able to:
• explain the role of religion in society
• express the collective identity of particular religious traditions with one another and wider society
• recognize and discuss the interplay between the identity of members and their religious traditions

ASSESSMENT
School Assessed Coursework Tasks: assessment may include assessment tasks such as: a presentation, essay, short answer tasks, and investigative report.

VCE UNIT 2 GENERAL MATHEMATICS

Students are reminded that this is a One Semester Elective to be taken in Semester Two.

UNIT 2
The course is designed for students whose pathway is going to involve more than one VCE Mathematics. The course consists of the following areas of study:
• Geometry in two and three dimensions
• Number Patterns
• Statistics

OUTCOMES
On completion of these units the student should be able to:
1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

ASSESSMENT
The main assessment tasks in Unit 2 include:
• Written tests
• Examinations
**VCE UNITS 1 & 2 DANCE**

**OVERVIEW**
In VCE Dance students develop their understanding and appreciation of dance as an art form. Students create and perform their own dance works, as well as studying the dance works of others through performance and analysis. Throughout the study students undertake systematic training, developing and refining their technical and choreographic skills. Students perform choreographed or learnt solo and group dance works using different dance-making processes. They study ways in which ideas are communicated choreographically and through performance skills in their own and others' dances. Students should not do VCE Units 1 & 2 Dance unless they have had some training in dance, either at school by undertaking Dance or Dance Styles as an elective in Year 9, or students have been taught Dance outside of the school. Successful completion of this study may lead to Dance Units 3 & 4 in Year 11.

**UNIT 1**
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

**OUTCOMES**
On completion of this unit students should be able to:
1. Describe and document specific aspects of their own and other choreographers’ dance works
2. Choreograph and perform a solo or group dance work and complete structured improvisation(s)
3. Learn and perform a solo or group dance work
4. Describe aspects of safe dance practice and body maintenance

**ASSESSMENT**
The main assessment tasks in Unit 1 include:
- Dance Analysis Report
- Solo or Group Composition
- Learnt Group Dance Work Performance
- Safe Dance Research Report
- Written Examination

**UNIT 2**
This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement, time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. There is a strong focus on pre-1930 dance tradition/s, style/s and/or works.

Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers’ intentions.
OUTCOMES
On completion of this unit students should be able to:
1. Analyse and discuss pre-1930 dance traditions, styles and/or dance works
2. Choreograph and perform a solo or group dance work, complete structured improvisations, and describe dance-making and performance processes
3. Perform and analyse a learnt solo or group dance work

ASSESSMENT
The main assessment tasks in Unit 2 include:
- Dance Analysis Reports
- Solo or Group Composition
- Learnt Group or Solo Dance Work Performance
- Written Examination

VCE UNITS 1 & 2 GEOGRAPHY

UNIT 1: NATURAL ENVIRONMENTS
This unit investigates the geographic characteristics of the natural environment. It explores the human activities that occur within and have an impact on the natural environment and its processes. This unit will focus on preparing students for the work they will carry out in the field in the context of mountainous environments. Students will study the impacts of deforestation and bushfires on forest environments in Victoria and investigate the natural characteristics and processes of river environments. Fieldwork is an integral part of any student’s study of VCE Geography.

OUTCOMES
On completion of this unit the student should be able to:
1. Describe the geographic characteristics of at least two natural environments and explain how these natural environments are developed by natural processes.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

ASSESSMENT
- Data Analysis
- Fieldwork Report
- Tests
- Examination

UNIT 2: HUMAN ENVIRONMENTS
This unit investigates the characteristics of rural and urban environments which are developed by human activities. Students will study the characteristics of urban environments such as Urban Melbourne and the Yarra Valley. They will also study the characteristics of urban environments such as slum settlements and draw from global case studies of such environs. Fieldwork is an integral part of any student’s study of Geography. A series of fieldwork activities have been integrated into the VCE Geography program to maximise the students’ exposure to a variety of environments and to develop their Geography Fieldwork skills.
OUTCOMES
On completion of this unit the student should be able to:
1. Describe and explain the geographic characteristics of different types of rural and urban environments
2. Analyse and explain changes due to human activities in rural and urban environments

ASSESSMENT
- Data Analysis
- Fieldwork Report
- Tests
- Examination

VCE UNITS 1 & 2 HEALTH & HUMAN DEVELOPMENT

UNIT 1: THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH
In this unit students are introduced to the concepts of health and individual human development. It focuses on the health and individual development of Australia’s youth. Students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

OUTCOMES
On completion of this unit the student should be able to:
1. Describe the dimensions of, and the interrelationships within and between, health and human development.
2. Describe and explain the factors that impact on the health of individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to specific health issue, analyse strategies or programs that have an impact on youth health and development.

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of prenatal, childhood and adulthood.

OUTCOMES
On completion of this unit the student should be able to:
1. Describe and explain the factors that affect health and individual development during the prenatal stage.
2. Describe and explain the factors that affect health and individual development of Australia’s children.
3. Describe and explain the factors that affect the health and individual development of Australia’s adults.

ASSESSMENT
- Written Reports
- Tests
- Case Studies
- Examination
UNIT 1: IT IN ACTION

The focus of this unit is how individuals and organizations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create on-screen information solutions that inform, persuade, educate and entertain. They also explore how their lives are affected by ICT. Students also consider the power of networked environments in allowing information to be exchanged both locally and globally.

OUTCOMES

On completion of this unit students should be able to:
1. Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes
2. Recommend a networked information system for a specific use and explain possible security threats to this system
3. Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view

ASSESSMENT

- Excel Spreadsheet Project
- Network Theory Test
- Team Dreamweaver Project
- Examination

UNIT 2: IT PATHWAYS

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions that meet personal and client needs. Students apply all stages of the problem-solving methodology when creating their solutions.

OUTCOMES

On completion of this unit students should be able to:
1. Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet user needs
2. Design and develop, using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills
3. Work collaboratively and apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

ASSESSMENT

- Data Visualisation Project
- Programming Portfolio
- Real Life Business Project
- Examination
VCE UNITS 1 & 2 PHYSICAL EDUCATION

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

UNIT 1: BODIES IN MOTION

In this unit, students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity. In Area of Study 3, there are two detailed studies: ‘Technological advancements from a biomechanical perspective’ and ‘Injury prevention and rehabilitation’, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

OUTCOMES

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

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles
3. Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change
   OR
   Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries

UNIT 2: SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome. In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.
OUTCOMES
On completion of this unit the student should be able to:
1. Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
2. Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
3. Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports.
   OR
   Use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

ASSESSMENT
- Tests
- Laboratory Reports
- Written Reports
- Examination

VCE UNITS 1 & 2 PSYCHOLOGY
Psychology is the scientific study of mental processes and behaviour in humans. Students explore complex human behaviours and thought processes and are given the opportunity to apply psychological principles to everyday situations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study of Psychology enables students to develop a range of skills including effective language skills for communication and numeracy skills for research and data analysis.

UNIT 1: INTRODUCTION TO PSYCHOLOGY
This unit focuses on the study of psychology as an empirical science, in which observations and ideas about human behaviour are organized and explained. Biological, behavioural, cognitive, and socio-cultural factors are taken into account and the research methods and ethics involved in collecting statistically significant data are examined. The influence of hereditary and environmental factors on the human lifespan is also investigated, and an understanding of mental illness in the community is developed.

OUTCOMES
On completion of this unit, students should be able to:
1. Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

UNIT 2: SELF AND OTHERS
This unit focuses on the factors which influence the way in which individuals form personal attitudes, prejudices, and discriminations depending on social situations. Group conformity, obedience, and risk-taking behaviours are investigated in various social situations. Highly individual factors such as intelligence and personality are examined, and the strengths and limitations of both classic and contemporary methods of assessing these qualities are discussed.
OUTCOMES
On completion of this unit, students should be able to:
1. Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
2. Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

ASSESSMENT
Can take any of the following forms:
- Experimental Research Report
- Annotated Poster
- Analysis of Research Designs
- Tests
- Examination
YEAR 10
SUBJECT SELECTION
HANDBOOK 2015

SACRED HEART GIRLS’ COLLEGE
113 Warrigal Road Hughesdale 3166
PO Box 228 Oakleigh 3166
Telephone: 9568 5488 Facsimile: 9563 3047
Email: info@shcoakleigh.catholic.edu.au
www.shcoakleigh.catholic.edu.au