



# 10

SUBJECT SELECTION

# HANDBOOK

2018



SACRED HEART GIRLS' COLLEGE  
CELEBRATING 60 YEARS 1957-2017

## **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, 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 the Early Commencement Program. These three programs allow the girls both to better identify and understand potential career pathways, within the demands of their chosen VCE Program, which will in turn help prepare and inform their choices in the final years of their secondary education.

Finally, all Year 10 students participate in the Outdoor Learning Program. The Summit Camp experience challenges students 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 students at Sacred Heart. 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
- Health and Physical Education

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.
- In 2018 all students will complete 'Fixing the Future.'

**Additional Information**

- A Language is taken as a year-long subject. It will constitute two of the six elective choices. At Year 10, seven periods per fortnight are allocated to the study of Languages.
- VCE Unit 1 & 2 subjects are a year in length and count as two electives. VCE Unit 2 General Mathematics is a semester in length only. It therefore counts for one of the six elective choices available.
- Religious Education includes a VCE Unit – Religion and Society Unit 2 Ethics & Morality completed over three terms. It also includes the study of Mark's Gospel for one term.
- At the end of the year, all students participate in the Early Commencement Program, designed to support their transition in commencing their VCE courses of study.

### **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 is 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 Ms Hyslop by **Monday, 14 August 2017**. Students seeking early entry into VCE will be required to meet with a senior member of staff, Year Level Co-ordinator or Head of Department. 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.

The College requires all students to have a minimum attendance rate of 85% for a satisfactory completion of the VCE. There is no provision for family travel included in this requirement.

### **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 printout their final selections form, have it signed by a parent/guardian, sign it themselves and submit it to their Homeroom Teacher.

Signed forms must be returned to the student's Homeroom Teacher on or before **Monday, 14 August 2017**.

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 2018

Year 10 students may construct an elective program from the following. Most electives are one semester in length. Languages 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 (as well as the VCE Unit in Religious Education).

<b>Semester length electives</b> Subjects taken for one semester	<b>Year long electives</b> Subjects taken for two semesters
<b>Geography</b> <ul style="list-style-type: none"> <li>• Fixing the Future (taken by all students)</li> </ul>	<ul style="list-style-type: none"> <li>• French</li> <li>• Indonesian</li> <li>• Italian</li> <li>• VCE Units 1 &amp; 2 Biology</li> <li>• VCE Units 1 &amp; 2 Business Management</li> <li>• VCE Units 1 &amp; 2 Computing</li> <li>• VCE Units 1 &amp; 2 Dance</li> <li>• VCE Units 1 &amp; 2 Geography**</li> <li>• VCE Units 1 &amp; 2 Health &amp; Human Development</li> <li>• VCE Units 1 &amp; 2 Legal Studies</li> <li>• VCE Units 1 &amp; 2 Outdoor &amp; Environmental Studies</li> <li>• VCE Units 1 &amp; 2 Physical Education</li> <li>• VCE Units 1 &amp; 2 Psychology</li> </ul> <p>** Students who select VCE Geography are not required to select Geography 'Fixing the Future' however, they may do so if they wish.</p>
<b>History electives</b> (students must include at least one of the following in their six) <ul style="list-style-type: none"> <li>• "I Have a Dream": The Civil Rights Movement</li> <li>• Total War - World War II: 1939-1945</li> <li>• "Welcome to Television" – Popular Culture from 1945 - present</li> </ul>	
<ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Drama</li> <li>• Fitter, Faster, Stronger</li> <li>• Food Studies</li> <li>• Heroines in Literature</li> <li>• Making &amp; Breaking the Law</li> <li>• Media</li> <li>• Music</li> <li>• Stagecraft</li> <li>• Taking Care of Business</li> <li>• Technology: Connect, Communicate, Create</li> <li>• Visual Communication</li> </ul>	

- VCE Unit 2 General Mathematics \*Semester Two only

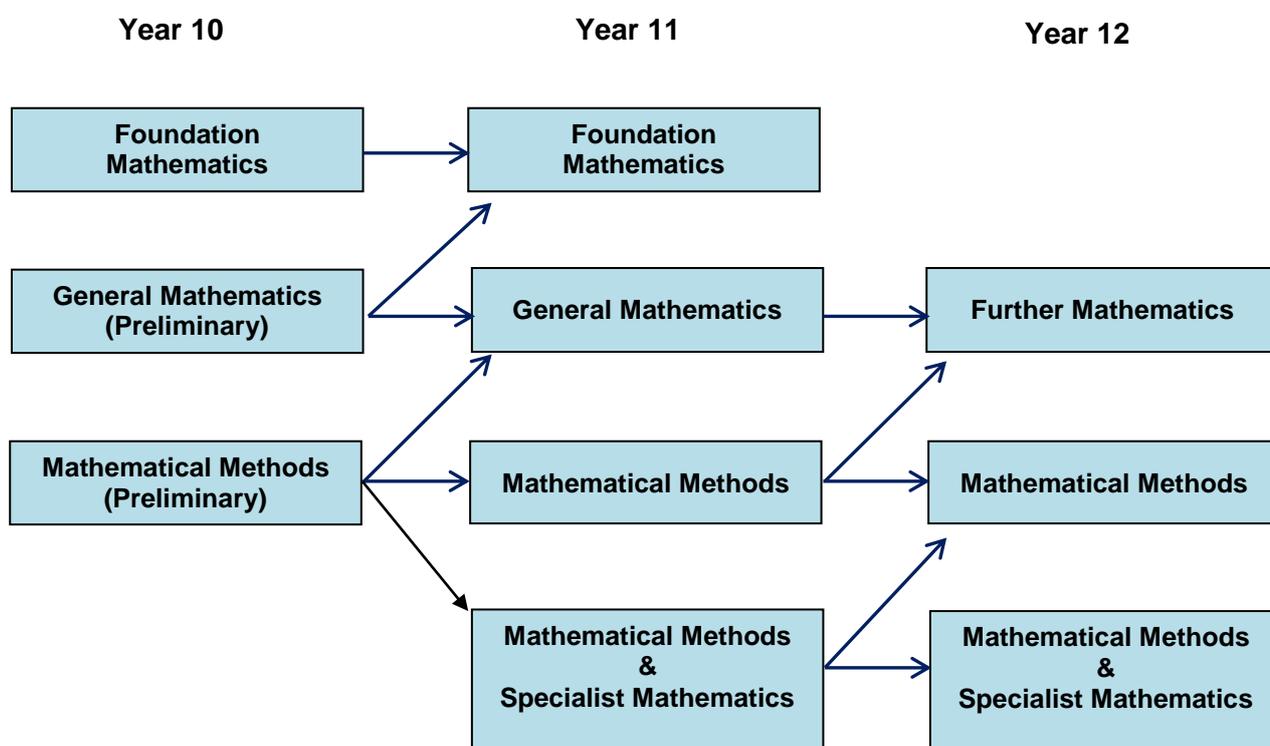
## MATHEMATICAL PATHWAYS

Towards the end of Term One, each student will consult with her teacher and her parents/guardians will receive a letter of recommendation as to which mathematical pathway their daughter is best suited. New classes will be formed for the beginning of Term Two and these will continue for the remainder of the year.

The General Mathematics (Preliminary) class is designed to cater for those students who do not wish to undertake VCE Units 1- 4 Mathematical Methods in Years 11 and 12, but who may wish to study VCE Units 1-2 General Mathematics in Year 11, followed by Units 3-4 Further Mathematics in Year 12 (see diagram below).

In deciding to study General Mathematics a student will not be able to undertake VCE Units 1- 4 Mathematical Methods, as the course content does not include the level of algebraic manipulation that is required for Mathematical Methods.

A student wishing to undertake VCE Mathematical Methods in Year 11 (which is a prerequisite for Mathematical Methods in Year 12) must choose to study Mathematical Methods (Preliminary) from the beginning of Term Two in Year 10.



## **GEOGRAPHY**

**All students must include five preferences plus Geography: Fixing the Future as their sixth preference. If applying to take VCE Geography, students do not have to select Geography, but they may do so if they wish.**

### **GEOGRAPHY – FIXING THE FUTURE**

#### *OVERVIEW*

This semester length unit of study investigates some of the most significant geographical challenges that confront humankind in the 21<sup>st</sup> Century. Students will study the causes and consequences of environmental change and some key issues which impact on human wellbeing. Students will also learn about how humankind can rescue the future by responding to these challenges more appropriately, so that we can all live in a world where we address rather than ignore environmental challenges and where there is less injustice and inequality.

#### *STRUCTURE*

Specific examples of topics studied include

- Climate Change
- Land Degradation
- Coastal and Marine Environments
- Geography of Human Conflict and inequality

#### *ASSESSMENT*

- Data Presentation and Analysis Tasks
- Fieldwork Investigation and Report - Our Management of Coastal Environments
- Research Project
- Examination.

## **RELIGIOUS EDUCATION - A core unit at Year 10**

### **VCE UNIT 2 RELIGION & SOCIETY: Ethics and Morality (Three Terms)**

#### *OVERVIEW*

Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is caught up with the dominant religious and philosophical traditions of the times. As a result, there is a wide range of sources of moral values in today's society.

In this unit students survey various approaches to ethical decision making and then explore the approach of the Catholic Tradition and at least one other religious tradition in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision making and ethical perspectives, and moral viewpoints in religious traditions.

## *STRUCTURE*

Excursions/Incursions and other experiences may include:

- Guest speakers on ethical issues
- Links with Jewish, Muslim and Christian Association (blogs and guest speakers)

## *OUTCOMES*

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

1. Explain ethical decision making in pluralist society.
2. Explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society.
3. Analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.

## *ASSESSMENT*

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

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

## **A SCHOOL BASED UNIT ON MARK'S GOSPEL (One Term)**

### *OVERVIEW*

Through the study of the **Gospel of Mark**, students reflect upon the meaning of Jesus' life, death and resurrection. Students will examine this Gospel and its significance for the believing community through their study and preparation of an exegesis.

By the end of this unit students will be able to:

- Recount parables and miracle stories which reflect Jesus' teaching about the Kingdom of God
- Discuss the Gospel as a 'living story' and Good News for Christians today
- Articulate an answer to Jesus' question in the Gospel: "Who do you say that I am?"
- Compile relevant information on authorship, audience and date of the synoptic Gospels
- Use Gospel material to illustrate the portrayal of Jesus in Mark's Gospel
- Locate specific passages in the Gospel of Mark

### *ASSESSMENT*

An Exegesis on a selected passage of the Gospel of Mark

## **2018 YEAR 10 ELECTIVE CHOICES**

### **HISTORY ELECTIVES**

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

### **"I HAVE A DREAM..." THE CIVIL RIGHTS MOVEMENT**

#### *OVERVIEW*

"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character..." Rev Martin Luther King Jr.

This unit examines the social and political history of the Civil Rights Movement in order to investigate the causes and effects of inequality and injustice experienced by African Americans and Indigenous Australians. The main focus is on the Movement in the United States which saw African-Americans fight for equal rights and freedoms with white Americans and through which issues of segregation and discrimination were addressed. This unit explores the foundations of racism and racist policies

that existed in the United States before the Civil Rights Movement and looks at key figures and events that challenged this discrimination. The impact that societal changes in America had on the Indigenous population of Australia will also be considered.

### *STRUCTURE*

- Students investigate continuity and change for peoples in securing and achieving civil rights and freedoms.
- This includes a study of the effects of the US civil rights movement and its impact on Australia, particularly the influence it had on the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.
- Methods used by civil rights activists to achieve change, and the role of one individual or group in the struggle.
- Development of historical inquiry and interpretation

### *ASSESSMENT*

- Document Analysis
- Research Assignment
- Writing Task
- Examination

## **TOTAL WAR - WORLD WAR II: 1939 - 1945**

### *OVERVIEW*

It was the deadliest and most destructive war the world had ever seen. Over 50 nations took part in battles that touched every continent, except Antarctica, and which resulted in the deaths of more than 38 million people, many of them innocent civilians.

In this unit, students investigate the experiences of Australians during World War II. At the beginning of the course, students establish an understanding of the causes of World War II. This includes examining historical documents which present differing perspectives of global events and issues facing the world prior to the outbreak of World War II. Students then explore the nature of Australian involvement in the war in the Pacific through investigation of the experience of Australian soldiers, including Prisoners of War under the Japanese after the Fall of Singapore and the Kokoda Campaign, and those of civilians on the Home Front during 1939-1945. Students undertake a close study of the experiences of Australian women and how their contribution to the war effort has been represented over time and through different media.

### *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 of World War II and the reasons why Australians became involved in the war
- The experiences of Australians during World War II in relation to significant events, turning points in the war and on the home front
- The impact of World War II on Australia, including social dynamics and the changing role of women

### *ASSESSMENT*

- Document Analysis
- Research Assignment
- Writing Task
- 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*

- Document Analysis
- Research Assignment
- Writing Task
- Examination

## **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 three dimensional 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 will participate in a Learnt Group Dance, aimed at expanding their physical skills and movement vocabularies. To develop their choreographic skills, students will have the opportunity to create their own compositions, both solo and group. As inspiration, students will also view professional dance works. Two contrasting dance works will be studied in greater detail, requiring students to articulate their views and impressions. To showcase their practical work, students will have the opportunity to perform at a variety of school-based performance events, such as the Arts Festival and College Assemblies. This subject is recommended for students considering VCE Dance.

## *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 a Class Dance Work
- Dance Analysis
- Group Composition
- Solo Composition Examination
- 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, particularly at the Arts Festival. If students are interested in backstage and crew work, they can also select 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
- Interpret written playscripts, working in both a solo and ensemble context
- Develop skills in responding analytically to drama performances

### *ASSESSMENT*

The main assessment tasks in this elective include:

- Performance in Ensemble Plays
- Production Analysis
- Monologue Examination (practical)
- Written 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 their own training program for a sport of their choice
- The opportunity to participate in a variety of physical activities in different settings

### *STRUCTURE*

This elective works towards the following standards:

- Understanding the importance of training principles (specificity, frequency, intensity, duration and overload)
- Designing, participating in and evaluating a 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*

Tasks will be drawn from:

- Assignment
- Topic Test
- Examination
- Laboratory Reports

## **FOOD STUDIES**

### *OVERVIEW*

Year 10 Food Studies will explore Australian and worldwide food patterns. Students learn about Australia's incredible food history, beginning with Indigenous ingredients and traditional food preparation practises. Students investigate how subsequent waves of migrants brought new and exciting foods to Australia. A number of historically influential cuisines are explored, including French, English, Italian, Greek, Indian, and Asian cuisines. They will consider how multicultural foods continue to influence the food choices made by Australian individuals and their families. Students generate their own design briefs and further develop their cooking and food preparation skills during practical lessons. Students will also investigate and learn what happens to food and specific ingredients such as starch, sugar, lipids and eggs, when they are processed or cooked. Students learn how different cooking processes create essential changes in the physical, chemical and sensory properties of food, and how such changes can preserve and extend the shelf life of food. A variety of tools and equipment used for cooking and processing foods, are also explored and compared.

Unique Experiences:

- Investigating multicultural foods and cooking your own food products
- Recreating a wide range of multicultural food products during practical lessons
- Designing and decorating a cake

### *STRUCTURE*

This elective works towards the following standards:

- Examine how multicultural foods and migration patterns have influenced Australian food patterns
- Learn how to utilise sophisticated food preparation, food processing and cooking techniques
- Examine how the design process is integral to the development of food products around the world
- Develop their own design briefs, research solutions, produce food items and evaluate sensory properties of the item and its ability to meet their design brief criteria

- Explore ideas and solve problems related to creating food items for families around the world while investigating and generating possible design solutions
- Understanding the functions of key ingredients used in cake making and preserving a fruit cake

### *ASSESSMENT*

Tasks will be drawn from:

- Investigation and Design Task
- Production Activities
- Research Assignment
- Topic Tests or an 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 authors over a range of eras. This subject will appeal to students who are avid readers, critical thinkers and competent writers.

### *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

## **LANGUAGES: FRENCH, INDONESIAN OR ITALIAN**

### *OVERVIEW*

The study of a LANGUAGE at Year 10 is a full-year elective, which counts as two semester electives.

Students all have prior experience of learning a language which allows them to bring a range of capabilities, strategies and knowledge that can be applied to new learning. Students expand on the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They consider future pathways and prospects, including how a language may feature in these, since the study of a language can also enhance students' vocational prospects. Students wishing to study a language in their VCE years must study it at Year 10. The College allocates seven periods per fortnight to the study of Languages at Year 10.

## **FRENCH**

### **STRUCTURE**

Some of the standards that a Language at Year 10 French works towards achieving include:

- Communicating about immediate and personal interests and involvements (such as family, friends, interests) and some broader social and cultural issues (such as health, social media, international experience, the environment).
- Locating, interpreting and analyzing information from different print, digital and community sources, and communication information, ideas and views in a range of contexts using different modes of presentation.
- Using expressive and descriptive vocabulary to talk about feelings and experiences.
- Creating imaginative and performative texts for a range of purposes such as, entertaining or persuading.
- Using French to narrate and describe, matching modes of presentation to context and intended audience.
- Creating bilingual texts (guides, event commentaries, cultural glossaries), and interpreting observed interactions in terms of cultural practices and comparisons.

### **ASSESSMENT**

A variety of Assessment Tasks are used to assess students' achievement against the Standards. Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Examination at the end of each semester

## **INDONESIAN**

### **STRUCTURE**

Some of the standards that a Language at Year 10 Indonesian works towards achieving include:

- Applying knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites.
- Engaging with others, using formulaic expressions and verbal fillers to sustain and extend interactions.
- Translating texts and creating bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and cultural specific terms and expressions.
- Commenting on their own reactions in intercultural encounters and reflecting on how these may relate to their own assumptions and identity, and considering how they may also be perceived by others.
- Recognising colloquial forms and making connections between these and their formal counterparts.
- Understanding rules of affixation and applying these in own work including when using bilingual dictionaries.

### **ASSESSMENT**

A variety of Assessment Tasks are used to assess students' achievement against the Standards. Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Examination at the end of each semester

## **ITALIAN**

Some of the standards that a Language at Year 10 Italian works towards achieving include:

- Communicating thoughts and opinions, making comparisons and contrasts, and offering other reasons for points of view, opinions and preferences.
- Expressing desires and plans for the future.
- Giving detailed descriptions; describing and relating episodes in time; and qualifying statements, for example through the use of relative clauses.
- Producing bilingual texts, planning what needs to be communicated to particular audiences and considering different perspectives.
- Considering social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia.
- Recognising the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.

## **ASSESSMENT**

A variety of Assessment Tasks are used to assess students' achievement against the Standards. Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Examination at the end of each semester

## **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 learn about the role of the United Nations. 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 compare the political systems of various Asian Nations with the Australian system. 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**

- Test: Government and You
- Test: United Nations
- Assignment: Courts
- 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. Leading up to the end of semester, students undertake a film analysis building on their knowledge of theoretical terminology. They are assessed orally through an investigation task where they evaluate a film technique. At the end of the course they sit an examination. This provides them with an insight of the type of study they would be exposed to in 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)
- Undertake a Narrative Text Analysis

### *ASSESSMENT*

There are four 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. Voice will also feature as part of performance activities and assessments. To showcase their practical work, students have the opportunity to perform at a variety of school-based performances throughout the semester. To do this subject, students should be enrolled in the study of a musical instrument or in voice study and should be involved in a school co-curricular group such as the Instrumental or Voice ensembles. Students may need to demonstrate their musical skill if they have not completed Year 9 Music by means of audition. Unless students have had music training outside of the school, this elective is required if students are considering VCE Music in the future.

## **STRUCTURE**

Students will learn the following:

- As arrangers, 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 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**

- Solo/Group (i.e. class) performance, and co-curricular group performance
- Aural and Musicianship assessment
- Sibelius: one edited piece, one arrangement
- Examination (aural and musicianship)

## **STAGECRAFT**

### **OVERVIEW**

Stagecraft is the study of the various areas of theatrical production. It is a 'hands on' elective that allows students to explore their creative abilities and gain confidence through their designs. Students will research, plan and create designs in make-up, costume and set. They will work collaboratively on their production skills by presenting a scene from 'Macbeth' and devising a puppet scenario. Students will also view a production and analyse it in terms of stagecraft elements. If students are very interested in acting, and not so interested in backstage and stagecraft, 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 economics and business studies. Students will develop budgeting skills and enhance their understanding of how income can be generated and expenses managed. Students will explore how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They will consider the nature of innovation and examine how businesses work to create a competitive advantage.

Students will also investigate various ways of developing and operating a small business. This unit is an exciting introduction to the world of business and personal economics.

### *STRUCTURE*

Students will:

- Develop an understanding of how small businesses are organised
- Investigate Australia as a trading nation and its place within Asia and the global economy
- Identify and explain the indicators of economic performance and examine how Australia's economy is performing
- Use cost-benefit analysis to recommend and justify a course of action
- Explain the links between economic performance and living standards
- Explore the nature of innovation

### *ASSESSMENT*

- Test
- Casestudy
- Research Task
- Examination

## **TECHNOLOGY: CONNECT, COMMUNICATE, CREATE**

### *OVERVIEW*

There are very few employment positions that do not require information technology skills and even fewer businesses that do not use technology. This elective is designed to help students develop a strong understanding of technology and how it can improve their employment opportunities and experiences regardless of their future career path. Students will investigate apps and will learn the art of programming. They will create their own software applications such as creating a word processor, a stop watch and an interactive card game. Students will also investigate good information design and architecture. They will study how a message is conveyed to reach its target audience. Students will be encouraged to explore their own creativity and use the software to produce a specific marketing product. They will incorporate the use of text, image, animation and video. Students will also develop their skills with more common place technology that can be used for any future career path.

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 software applications so that they can plan, create and produce their own software
- Use their ideas to design and create an audio visual product for a solution to a problem
- Learn how to write code
- Develop their skills with commonly used business applications and desired workplace skills

### *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 3<sup>rd</sup> 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 STUDIES

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
- The College requires all students to have a minimum attendance rate of 85% for a satisfactory completion of the VCE. There is no provision for family travel included in this requirement.
- A demonstrated commitment and application to learning
- Submitted an Early Entry into VCE Application form by **Monday, 14 August 2017**.

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.

## VCE UNITS 1 & 2 BIOLOGY

VCE Biology is an evolving science that seeks to understand and explore the nature of life, past and present. It explores the processes of life, from the molecular world of the cell to that of the whole organism, along with dynamic relationships between organisms and their non-living environment. Students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research and they use scientific and cognitive skills to analyse contemporary biology-related issues.

### UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from single-celled to multi-celled organisms, and the requirements for sustaining cellular processes.

## *OUTCOMES*

On completion of this unit students should be able to:

1. Investigate and explain how cellular structures and systems function to sustain life
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat and analyse the impacts of factors that affect population growth
3. Design and undertake an investigation related to the survival of an organism or species

## **UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?**

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn about the cell cycle, DNA replication, reproductive strategies, stem cells and their use in medical therapies.

## *OUTCOMES*

On completion of this unit students should be able to:

1. Compare the advantages and disadvantages of sexual and asexual reproduction, explain how changes in the cell cycle may impact on cellular function and identify the role of stem cells in cell growth and medical therapies
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

## *ASSESSMENT*

Can take the following forms:

- Practical reports
- Media responses
- Data analysis
- Topic tests
- Scientific posters
- Examination

## **VCE UNITS 1 & 2 BUSINESS MANAGEMENT**

### *OVERVIEW*

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Through the use of contemporary case studies, Business Management examines the ways in which business owners plan and establish a new business including staffing and marketing the organisation.

### **UNIT 1: PLANNING A BUSINESS**

Students explore the factors affecting the development and success of business ideas including the personal motivations behind operating a small business. The internal and external environments within which businesses operate, and the effect of these on planning a business will also be explored.

### *OUTCOMES*

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

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

## *ASSESSMENT*

- Tests
- Case study
- Examination

## **UNIT 2: ESTABLISHING A BUSINESS**

Once the planning phase of business operations is completed, the establishment phase begins. Students will review legal and financial requirements of operating a business, as well as how to establish a customer base with a focus on marketing tools.

## *OUTCOMES*

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

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
1. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
2. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

## *ASSESSMENT*

- Test
- Market Day
- Case Study
- Examination

## **VCE UNITS 1 & 2 COMPUTING**

### **UNIT 1: COMPUTING**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

## *OUTCOMES*

On completion of this unit students should be able to:

1. Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation
2. Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users
3. Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue

## ASSESSMENT

- A graphic solution
- A network solution
- Website
- Examination

## UNIT 2: COMPUTING

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

## OUTCOMES

On completion of this unit students should be able to:

1. Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules
2. Apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs
3. Develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems. They apply systems thinking skills when considering the effects of their interactions with information systems that use databases

## ASSESSMENT

*Will be drawn from:*

- A programming folio
- A data visualisation tool
- A database
- Examination

## 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. This training can have been either at school, by undertaking Dance or Dance Styles as an elective in Year 9, or outside of the school with a private dance provider. Successful completion of this study may lead to Dance Units 3 & 4 in Year 11.

## **UNIT 1: DANCE**

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: DANCE**

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 traditions, styles and 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 UNIT 2 GENERAL MATHEMATICS**

### **UNIT 2: GENERAL MATHEMATICS**

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

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, measurement and trigonometry
- Arithmetic and number
- Statistics

#### *OUTCOMES*

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

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in this unit to investigate and analyse extended application problems in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

#### *ASSESSMENT*

The main assessment tasks in Unit 2 include:

- Written tests
- Examinations

## **VCE UNITS 1 & 2 GEOGRAPHY**

### *RATIONALE*

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

### **UNIT 1: HAZARDS AND DISASTERS**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

#### *OUTCOMES*

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

1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

## **ASSESSMENT**

- Data Analysis
- Fieldwork Report
- Tests
- Case Study Analysis
- Examination

## **UNIT 2: TOURISM**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

## **OUTCOMES**

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

1. Analyse, describe and explain the nature of tourism at a range of scales
2. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism

## **ASSESSMENT**

*To be determined by internal school assessment using grades, descriptive statements or other indicators.*

- Data Analysis
- Fieldwork Report
- Tests
- Case Study Analysis
- Examination

## **FIELDWORK**

Fieldwork is an integral part of any student's study of Geography. A series of fieldwork activities throughout Units 1 to 3 have been integrated into the VCE Geography program, to maximise the students' exposure to a variety of environments and Geography Fieldwork skills.

## **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 Responses
- Data analysis
- Tests
- Case Studies
- Examination

## **VCE UNITS 1 & 2 LEGAL STUDIES**

### **OVERVIEW**

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on Australian society. It also assists in the development of the students' knowledge of their basic legal rights and responsibilities.

### **UNIT 1: GUILT AND LIABILITY**

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

### **OUTCOMES**

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

1. Describe the main sources and types of law, and assess the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios

### **ASSESSMENT**

*To be determined by internal school assessment using grades, descriptive statements or other indicators.*

- Tests
- Case Studies
- Examination

## **UNIT 2: SANCTIONS, REMEDIES AND RIGHTS**

This unit focuses on the enforcement of rights, and criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

### *OUTCOMES*

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

1. Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

### *ASSESSMENT*

*To be determined by internal school assessment using grades, descriptive statements or other indicators.*

- Tests
- Case Studies
- Examination

## **VCE UNITS 1 & 2 OUTDOOR AND ENVIRONMENTAL STUDIES**

### **OVERVIEW**

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. Students will carry out overnight camping and day trips to facilitate their understanding of outdoor environments and activities.

Activities include: snorkelling, white water rafting, rock-climbing, canoeing, surfing and alpine skiing.

### **UNIT 1: EXPLORING OUTDOOR EXPERIENCES**

This unit examines the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals their personal responses to and experiences of outdoor environments.

### *OUTCOMES*

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

1. Describe motivations for participation in and personal responses to outdoor environments, with reference to related outdoor experiences.
2. Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to related outdoor experiences.

### **UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

Students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students will carry out overnight camping and day trips to facilitate successful completion of Unit 2. Activities may include: canoeing and rock climbing, downhill and cross-country skiing.

## *OUTCOMES*

On completion of this unit students should be able to:

1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

## *ASSESSMENT*

Can take any of the following forms:

- Research Report
- Written Analysis
- Tests
- Examination

## **VCE UNITS 1 & 2 PHYSICAL EDUCATION**

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### **UNIT 1: THE HUMAN BODY IN MOTION**

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

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

## *OUTCOMES*

On completion of this unit students should be able to:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

## **UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY**

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits and how participation in physical activity varies across the lifespan. They explore factors that influence in physical activity. They collect data to determine barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended. Students investigate consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines. Students apply various methods to assess physical activity and sedentary behaviour levels. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model.

### *OUTCOMES*

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

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.  
apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

### *ASSESSMENT*

Tasks will be drawn from:

- Written Responses
- Reflective portfolio
- Visual Presentation
- Multimedia presentation
- Data analysis
- Case Studies
- Examination

## VCE UNITS 1 & 2 PSYCHOLOGY

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research and they use scientific and cognitive skills to analyse contemporary psychology-related issues.

### **UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?**

In this unit students investigate the structure and function of the human brain and the role it plays in the overall functioning of the human nervous system. They investigate brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

#### *OUTCOMES*

On completion of this unit students should be able to:

1. Describe how understanding the brain structure and function has changed over time. Explain how different areas of the brain coordinate different functions and how brain plasticity and brain damage can change psychological functioning
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development
3. Investigate and communicate a substantiated response to a question related to brain function and/or development

### **UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and others and they explore a variety of factors that can influence the behaviour of individuals and groups.

#### *OUTCOMES*

On completion of this unit students should be able to:

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data

#### *ASSESSMENT*

Can take the following forms:

- Research Investigations
- Practical reports
- Media responses
- Data analysis
- Topic tests
- Scientific posters
- Examination