2016

Middle School Team 2015*

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD OF MIDDLE SCHOOL:</td>
<td>Mr Matt Sheehan</td>
</tr>
<tr>
<td>MIDDLE SCHOOL LEADER:</td>
<td>Ms Sarsha Brighton</td>
</tr>
<tr>
<td>YEAR 9 CO-ORDINATORS:</td>
<td>Mrs Justine Smith</td>
</tr>
<tr>
<td></td>
<td>Mr Angus Krezel</td>
</tr>
<tr>
<td>YEAR 10 CO-ORDINATORS:</td>
<td>Ms Kaye Gibson</td>
</tr>
<tr>
<td></td>
<td>Mr Anthony Borya</td>
</tr>
<tr>
<td>MIDDLE SCHOOL ACTIVITIES:</td>
<td>Ms Victoria Passmore</td>
</tr>
<tr>
<td>MIDDLE SCHOOL ASSISTANT:</td>
<td>Mrs Colleen Pritchard</td>
</tr>
<tr>
<td>HEAD OF CURRICULUM:</td>
<td>Ms Kristen Le Gassick</td>
</tr>
</tbody>
</table>

*The 2016 Middle School Team will be confirmed mid Term 4 2015
Contact Information – Teaching and Learning Leaders

- Information about all electives can be found in this Handbook
- Your teachers will be able to explain the electives offered by their Learning Area
- All Teaching and Learning Leaders or their representative can be contacted by email and must give approval if you want to do an Enrichment or VCE unit:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Leader Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Ms Trish Bennett</td>
<td><a href="mailto:ben@mwsc.vic.edu.au">ben@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>Maths</td>
<td>Mr Adam McCarthy</td>
<td><a href="mailto:mcb@mwsc.vic.edu.au">mcb@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Ms Alison Armstrong</td>
<td><a href="mailto:arm@mwsc.vic.edu.au">arm@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Ms Ellen Sawyer</td>
<td><a href="mailto:saw@mwsc.vic.edu.au">saw@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>Languages</td>
<td>Dr Les Mullins</td>
<td><a href="mailto:mls@mwsc.vic.edu.au">mls@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>The Arts</td>
<td>Ms Rosemary McGinley</td>
<td><a href="mailto:mcg@mwsc.vic.edu.au">mcg@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>Technology</td>
<td>Mr Ian Davidson</td>
<td><a href="mailto:dav@mwsc.vic.edu.au">dav@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>Health/PE</td>
<td>Mr Sam Millar</td>
<td><a href="mailto:mil@mwsc.vic.edu.au">mil@mwsc.vic.edu.au</a></td>
</tr>
<tr>
<td>VET</td>
<td>Mrs Stephanie Thomas</td>
<td><a href="mailto:tho@mwsc.vic.edu.au">tho@mwsc.vic.edu.au</a></td>
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A Message from Head of Middle School

Welcome to Year 10 in 2016. Over the next few weeks you will be making some important decisions about your learning program for next year, and to some extent, for future years. It is important that you read this guide, attend the information night and seek further information from the suggested staff.

The Middle School Curriculum at Mount Waverley Secondary College offers a wide range of opportunities. In Year 9 you have undertaken Core subjects and selected electives for the first time; however, Year 10 there is a different model in place. This model will provide you with greater choice and you will need to be well prepared and informed to make these choices.

As you enter into this next phase of your school life, you will be expected to take greater responsibility for your own learning. This starts now as you consider elective subject selections to make up your course of study for 2016. The elective offerings will provide opportunities for you to explore areas of interest, and possibly provide some background for subject selection in later years.

It is for these reasons you must make wise choices, based on carefully considered information and advice from adults who are looking after your best interests. Don’t, for example, choose subjects purely on the basis that your friends have chosen them – apart from the risk of not enjoying the work or not succeeding in those subjects, there is no guarantee that you will be placed in the same classes anyway! Year 10 provides an opportunity for you to explore and develop a deeper understanding of a wide range of subjects. The 2016 timetable will be created from the selections that students make; it is for this reason that elective changes may not be possible unless there are exceptional circumstances. It is important you take every opportunity to talk over your choices with your parents, teachers and coordinators who want to advise and support you through this process. Students moving into Year 10 will also have a Pathways Coach to support them through this process.

Your personal and social development is also of great importance at this time and hopefully camps, sporting events, leadership and other activities will engage you whilst at school.

I hope you enjoy taking this next step forward and facing the challenges ahead. Hopefully your time will be rewarding as you continue your education at Mount Waverley Secondary College.

All the best

Matt Sheehan
Head of Middle School
Curriculum

Year 10 is an important year as students start a year of preparation for their studies in Year 11 and 12 and is therefore an opportunity for students to experience a range of subjects which will help them make wise and sensible choices for the vital years of VCE.

The following should be taken into account when choosing a Year 10 program:

- Personal interests
- Academic strengths
- Tertiary and career pathways

Year 10 is organised in semester units. There are six semesters of compulsory units including two units of English, two units of Maths, one unit of Health/Physical Education and a choice of one semester of either Science, History or Commerce. The remaining six semester units are elective and there are no restrictions on choices, provided students meet the prerequisites for study in that subject. For some students it will include the opportunity to study a VCE subject (see Enhancement Policy). All subjects in Year 10 provide an introduction to and preparation for VCE studies.

Structure of Year 10

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>English 5 periods</th>
<th>Maths 5 periods</th>
<th>HPE/History/Commerce Science 5 periods</th>
<th>Elective 1 5 periods</th>
<th>Elective 2 5 periods</th>
<th>Elective 3 5 periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>English 5 periods</td>
<td>Maths 5 periods</td>
<td>HPE/History/Commerce Science 5 periods</td>
<td>Elective 4 5 periods</td>
<td>Elective 5 5 periods</td>
<td>Elective 6 5 periods</td>
</tr>
</tbody>
</table>

It is important that students make careful selections of elective subjects to provide both depth and breadth in their course, allowing them to explore strengths, interests and preferences before committing to a subject in VCE. Each student will be guided in their course selection by a Pathways Coach. The process, including coach/student and coach/student/parent meetings, will support the students in making their choices.

Students make their selection of subjects from Group A, B and C. There are eight faculties which students may choose subjects from: English, Maths, Science, Humanities, Health and Physical Education, Languages, The Arts and Technology.
<table>
<thead>
<tr>
<th>Group (see subject listing)</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Group A                     | Students must study  
● 2 consecutive semesters (units) of English  
● 2 consecutive semesters (units) of Maths  
● 1 semester (unit) of Health & Physical Education (HPE) |
| Group B                     | Students must study at least one semester (unit) of one of the Group B subjects. Students may choose more than one subject from Group B*.  
● Commerce  
● History  
● Science  
*Group B subjects can be chosen in place of Group C subjects |
| Group C                     | Students may choose up to six subjects from this group.  
*Please Note: Languages, English as an Additional Language and VCE subjects will usually be studied as a Unit 1 and 2 sequence therefore this will count as two choices.* |

Students should list their selection in order of preference. While most students at Mount Waverley Secondary College obtain their choices, timetabling is a complex process that sometimes creates clashes and thus difficulties in meeting the wishes of every student.

See page 10 for a list of subject offered by each faculty in Group A, B and C.

Electives may be withdrawn if the number of students selecting that unit is below the minimum numbers to run. Note, some other small classes may exist where the programs are eligible for additional external funding to resource them.

**Enhancement**

Enhancement subjects are subjects which students complete a year ahead of normal. That is, a Year 10 subject completed by a Year 9 student or a Year 11 subject completed by a Year 10 student. Students may only do one enhancement subject at a time – this also includes external subjects, such as languages.

Selection of students to all enhancement programs is rigorous. In order to enter an enhancement subject, students must have strong results in all subjects (CR1 average), and a DS1 in the subjects directly related to the enhancement subject. Continuation in an enhancement subject is dependent on the student’s results in this subject, all other subjects and their teacher’s recommendation. They will have demonstrated outstanding achievement and have achieved an average grade of DS1 or higher in this study and all other subjects.

Students wishing to complete an enhancement subject (other than Maths) should select it as one of their electives. The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Teaching and Learning Leaders and the sub school management team before the final list is announced prior to the end of the year.

**Final Selection is determined with the relevant campus principal, head of school or their delegate.**
Year 10 Enhancement subjects

The following VCE (Year 11) Unit 1 & 2 subjects are available to Year 10 students who meet the requirements of the Enhancement Policy, as electives:

- Biology
- Business Management
- Foundation Maths
- Geography
- Health and Human Development
- Japanese
- Mathematical Methods ***
- Media
- Physical Education
- Psychology
- Systems Technology (Electronics)
- VET Hospitality

*** Students who have successfully completed the Accelerated Maths program in Year 9 may be eligible to complete Mathematical Methods units 1 & 2 in Year 10.

Homework

Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class.

Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline in preparation for the increased demands of Year 11 and 12.

Homework develops and extends the core learning skills of inquiry and independent study. Homework needs to be balanced with family, social and extracurricular activities.

Homework is work set by the teachers for students to complete after school hours. It may consist of:

- Practice Exercises (for example: Maths exercises; spelling; reading)
- Preparatory exercises (for example: pre-reading, completion of unfinished work; study and review for tests and exams)
- Extension exercises (for example: research assignments)

While the amount of homework can vary through the year it is generally expected that Year 10 students should allow 2-2½ hours per week night with up to 2 hours on the weekend for completing homework.

The College recommends that all students make careful use of the planner to manage their homework requirements.

Completion of set homework is an expectation for all students at the College. Failure by students to complete homework on a regular basis will be followed up with parents and may result in students having to complete homework under supervision after school or in Saturday detentions.

See Mount Waverley Secondary College’s Homework Policy Document.
Exams

Examinations are a means of assessing how well students have understood a common core of knowledge and skills. Success in examinations requires students to be able to:

- keep an organised record of work over a semester or a year
- summarise and review a number of topics in a subject at one time
- memorise important knowledge and practise subject based skills
- organise time for study
- manage stress levels, and
- work under examination conditions

Mount Waverley Secondary College recognises that training and studying for and sitting an examination are valuable skills for students in preparation for senior studies both in secondary and tertiary education. Year 10 students sit examinations in all of their studies.

Students are required to attend all of their scheduled examinations. If there is no scheduled exam for students they should use the time to prepare for examinations. Students may stay home to study or may use the school library.

Parents should contact the Head of School/Middle School Leader or Campus Principal if there are issues regarding student attendance in the examination period. Special consideration will be given on medical or compassionate grounds when formal documentation* is provided. Family holidays are not an acceptable excuse for non-attendance at examinations.

* formal documentation includes medical certificates or certificates of attendance from other authorised organisations for exceptional circumstances.

Programs and Camps

All Year 10 students attend a camp during the third week of Term 1. All students are expected to participate in our camps program. Students are offered the choice of two camps:

A Four Day Ship/Fly trip to Tasmania

- Students experience the excitement of the Tasman Sea crossing on the Spirit of Tasmania.
- Students visit Devonport, Launceston, Port Arthur, Ross and Hobart.
- Students will travel via coach to locations such as Cataract Gorge, Port Arthur, MONA art gallery, a Tasmanian Devil park, the Cadbury Chocolate factory and Hobart city centre, and will stay in a range of accommodation venues.

OR

A Three Day Surfing Trip to Surf Coast

- Students spend three days practising their surfing, fishing, body boarding and kayaking at Torquay and Lorne. They stay close to the action under canvas in the local camping area.
- While all meals are provided, students are expected to help with the preparation of meals and the cleaning up afterwards.
- Students will be treated to a movie night under the stars and will get to go to the local beach for a walk and beach games.
- Students are provided with wet suits for the duration of the camp.
Year 10 Work Experience

All Year 10 students are expected to complete a period of work experience in June.

- During Year 9 students undertake the ‘Preparing for Work Experience’ activities delivered by the Careers staff.
- The Careers staff can assist students to find their own work experience places. There is an extensive database of employers available in the Careers Room for students to access.
- Students complete the DET Safe@Work occupational health and safety program before they begin their work experience.
- During the placement all students will be contacted by the College, either with a personal visit or a phone call, whilst in their placement.
- Students will receive written assessment by the employer describing the employability skills they have demonstrated.
- Participation by students in the Work Experience program is designed to assist them in planning their future pathway.

Year 10 Careers Program

- Expands on the careers program delivered through the Year 9 Careers Program and Pathways coaching.
- Fosters an awareness of career development as an important aspect of career planning and work life as part of the Year 10 Forum.
- Provides the opportunity to visit and gain experience in local industries and receive advice about skills and knowledge required in the workplace.
- Investigate tertiary course options and understand the VCE subject prerequisites needed for their chosen pathway.
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Group</th>
<th>Materials Charge</th>
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<td>3D Art</td>
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<td>Media and Animation</td>
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<td>Media and Journalism</td>
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<td>Drama</td>
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<td>Music</td>
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<td>Money Makes the World go Round</td>
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<td>Tyrants, Terror and Total War</td>
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<td>American History – Dream or Nightmare?</td>
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<td>Science</td>
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<td>Science – Genetics and Atomic Chemistry</td>
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<td>$20</td>
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<td>Science - Motion and Atomic Chemistry</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Science - Genetics and Introduction to Psychology</td>
<td>B</td>
<td>$20</td>
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<td>Science - Electromagnetism and Reactive Chemistry</td>
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<td>$20</td>
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<td>Biology Units 1/2</td>
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<td>Technology</td>
<td>IT – Multimedia</td>
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<td>Engineering – Systems Engineering – Electronics</td>
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<td>Engineering – 3D Design &amp; Prototyping</td>
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<td>Design and Production – Wood</td>
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<td>Systems Technology (Electronics) Units 1/2</td>
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<td>Love to Eat</td>
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<td>Approx. $560 TBA</td>
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<td>VCE / VET Information Technology</td>
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<td>Approx. $560 TBA</td>
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<td>Café Culture</td>
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<td></td>
<td>Tantalizing Textiles</td>
<td>C</td>
<td>$40 plus varies on design</td>
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### Handy Chart for Subject Selection

#### Group A
You must choose at least 5 units (2 English, 2 Math, 1 Health/PE)

<table>
<thead>
<tr>
<th>Unit</th>
<th>ENGLISH</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C 'Electives'</th>
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#### ENGLISH
- Enhancement English
- English Mainstream

#### MATHS
- Maths Methods 1&2
- Maths Progressive
- Maths General
- Maths Standard
- Maths Foundation 1&2
- Maths Life

#### Humanities: Commerce
- Law & Order
- Current Issues in Economics & Finance
- Money Makes the World go Around

#### Humanities: History
- Tyrants, Terror & Total War
- American History - Dream or Nightmare?

#### Humanities
- History
- 2D Art
- 3D Art

#### Health & PE
- Choose 1 unit
- General Science
- Science - Genetics and Atomic Chemistry
- Science - Motion and Atomic Chemistry
- Science - Genetics and Introduction to Psychology
- Science - Electromagnetism and Reactive Chemistry

#### Science
- Physical Education
- Health & Human Development
- Physical Education 1&2

#### Technology
- Information Technology
- Multimedia
- Computer Programming
- VET IT

#### Engineering
- Systems Eng - Electronics
- 3D Design & Prototyping
- Design & Production Wood
- Systems Technology (Electronics) 1&2

#### Food
- Love to Eat
- VET Hospitality
- Cafe Culture

#### Food & Technology 1&2
- Food & Technology 1&2

#### Textiles
- Tantalizing Textiles

#### Languages
- Japanese
- German
- Japanese 1&2

#### The Arts
- Drama
- Music

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- There are two semesters in each school year. Each single unit study is one semester long. See column 'unit value' to see if the unit is one or two semesters - each semester is one choice.
- All Year 10 students must study 5 Group A Units plus 1 Group B Unit plus up to 6 Group C Units.
- All VCE Units 1&2 must be studied as a sequence of 2 choices/semesters (Languages, EAL = 2 choices/semesters)
- Subjects in blue bold are VCE Unit 1&2 Subjects
Enhancement English

Subject description: Students work towards acquiring detailed knowledge and skills in preparation for the vital area of VCE English. They read, view, analyse and reflect on a range of texts that explore issues of significance, as well as studying an additional, challenging text from a Literature perspective. They identify the purposes for which texts are created and compare, contrast and synthesise information from different texts. Students develop sustained, extended written responses, experimenting with different writing forms and styles. They plan, prepare and present orals for a range of purposes.

Group A

Prerequisites: DS2 or better in Writing tasks and Response to texts in Year 9 English and/or teacher recommendation.

VCE subject links: English is an essential subject for a VCE certificate and ATAR score

This subject supports: All subjects through its literacy components but in particular any of the VCE English subjects.

Assessment:
➢ Text response classroom tasks and text essay/s
➢ Oral presentation
➢ Language and grammar tests
➢ Folio of creative responses to text
➢ Exam

Mainstream English

Subject description: Students work towards acquiring knowledge and skills in preparation for the vital area of VCE English. They read, view, analyse and reflect on a range of texts that explore issues of significance. They identify the purposes for which these are created and compare and contrast information from a different variety of sources. Students develop their own writing; experimenting with different forms and styles. They plan, prepare and present oral responses.

Group A

Prerequisites: P2 or better in Writing Tasks and Response to Texts in Year 9 English and/or teacher recommendation.

VCE subject links: English is an essential subject for a VCE certificate and ATAR score

This subject supports: All subjects through its literacy components but in particular any of the VCE English subjects.

Assessment:
➢ Text response classroom tasks and text essay/s
➢ Oral presentation
➢ Language and grammar tests
➢ Folio of creative responses to text
➢ Exam
Progressive Maths

Subject description: Progressive Maths aims to provide the best possible preparation for Year 10 students who may wish to progress to Maths Methods (CAS) and/or Maths General Advanced Units 1 and 2 at Year 11. Students will refine their skills in the areas of Linear Functions, Factorising, Quadratic Functions, Probability, Trigonometry and Geometry. Students will be introduced to new areas of study including Matrices and Complex Numbers. Students will become familiar with the use of the Computer Algebra System (CAS technology). There will be a stronger emphasis on a more formal and rigorous approach to problem solving.

Group A

Prerequisites: To be considered for Progressive Maths in Year 10, students are required to achieve an 80% average in all assessment areas of Year 9 Maths. Year 8 Maths results and teacher recommendations will be also used to assess eligibility for the course. Students will be told if they are eligible to select this level of Maths. Students must also possess a Texas Ti NSPIRE CAS CX calculator.

VCE subject links: Mathematical Methods Unit 1 and 2, Maths General Advanced Unit 1 & 2

This subject enhances learning in: Sciences like Physics and Chemistry, Accounting and any subject requiring knowledge of complex forms of algebra.

Assessment:
➢ Basic Skills
➢ Application and Problem Solving
➢ End of Semester Examinations

General Maths

Subject description: General Maths aims to provide students with the necessary knowledge and skills for those who wish to progress to Maths Methods (CAS) and/or Maths General Standard Units 1 and 2 and are not sure as to what area of Maths will suit them the best. Students will refine their skills in the areas of Linear Functions, Measurement, Factorising, Quadratic Functions, Statistics and Probability, Trigonometry and Geometry. Students will be introduced to new areas of study including Matrices and Surds. Students will become familiar with the use of the Computer Algebra System (CAS technology). There will be a stronger emphasis on a more formal and rigorous approach to problem solving.

Group A

Prerequisites: Recommended that students have successfully completed Mathematics at the mainstream level at Year 9. Students must possess a Texas Ti NSPIRE CAS CX calculator.

VCE subject links: Mathematical Methods Unit 1 & 2, Maths General Standard Unit 1 & 2.

This subject enhances learning in: All sciences and some commerce subjects. Any subject requiring knowledge of algebraic manipulation.

Assessment:
➢ Basic Skills
➢ Application and Problem Solving
➢ End of Semester Examinations
Standard Maths

**Subject description:** For students who want to do VCE Maths General Standard at Year 11 only, (not Maths Methods or Maths General Advanced). It will include topics like Basic Algebra, Linear Relationships, Measurement, Geometry, Basic and Advanced Trigonometry, Financial Mathematics, Matrices and Statistics. Students will learn to use mental maths skills as well as using ICT in various forms (including the CAS calculator). Students will need to be able to demonstrate basic mathematical skills as well as apply their knowledge to unfamiliar situations in application tasks.

**Group A**

**Prerequisites:** Students need at least a 50% average across basic skills and applications in a Year 9 Maths. Students must also possess a Texas Ti NSPIRE CAS CX calculator.

**VCE subject links:** Maths General Standard Unit 1 & 2

This subject enhances learning in: All Sciences and some Commerce subjects. Any subject requiring a basic knowledge of algebraic expressions

**Assessment:**
- Basic Skills
- Application and Problem Solving
- End of Semester Examinations

Foundation Maths Units 1&2

**Subject description:** A study designed to provide basic skills and knowledge in mathematics applicable to the real world, including shape, measurement, handling data, percentages and applications. The focus of the study is on developing these essential skills and knowledge. **Students undertaking this study at Units 1 & 2 are not sufficiently prepared to complete any Units 3 & 4 Mathematics subjects.** It is an ideal subject for students who would like to study a VCE Mathematics and need it as a prerequisite for future tertiary courses (e.g. pre-apprenticeship courses at TAFE often require a Year 11 Maths). **Students who wish to do VCE Foundation Maths at Year 10 cannot select any other VCE subject in Year 10.**

**Group A**

**Prerequisites:** Students must have successfully completed Year 9 Essential Maths or any higher levels of Maths. Students will require a scientific calculator.

**VCE subject links:** NIL

This subject enhances learning in: any subject requiring basic numeracy skills

**Assessment:**
- Basic Skills
- Application Problems
- Use of ICT
- End of Semester Exam
Life Maths

**Subject description:** For students who want to do VCE Foundation Mathematics at Year 11 but feel that they are not ready to do it during Year 10, then Life Maths is the preparatory subject for them. It will involve topics like Basic Numeracy Skills, Statistics, Geometry, Trigonometry, Probability, Basic Algebra, Financial Mathematics and Ratio. Students will learn to use mental maths skills as well as using ICT in various forms. Activities will take on a practical slant as students see the relationship between theoretical knowledge and practical applications.

**Group A**

**Prerequisites:** Students must have completed Year 9 essential or higher.

**VCE subject links:** VCE Foundation Maths and any VCE subject requiring basic numeracy skills

**This subject enhances learning in:** subjects requiring basic numeracy

**Assessment:**
- Basic Skills
- Problem Solving
- End of Semester examination

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Mathematical Methods Units 1 & 2 (CAS)

**Course Outline:** Over the course of Units 1 and 2, students will study topics like Functions and Graphs, Algebra, Rates of Change and Calculus and Probability. Students successfully completing Unit 1 and 2 Maths Methods would be expected to continue on with the subject in Year 11, where they will complete Units 3 and 4. Students will complete assessment tasks that test their knowledge of concepts in basic skill and application settings. Using ICT like the CAS calculator will be used to assist learning.

**Group A**

**Prerequisites:** Students must have satisfactorily participated in the Year 9 Accelerated program and have met teacher approval to continue onto Methods. Students must possess a Texas Ti NSPIRE CAS calculator.

**VCE subject links:** Mathematical Methods Unit 3 and 4

**This subject enhances learning in:** Sciences like Physics and Chemistry, Accounting

**Assessment:**
- Basic Skills
- Application and Problem Solving problems
- ICT, including the CAS TI-Nspire CX calculator.
- End of each semester Examination

*More information*
Health and Physical Education - Lifestyle

**Subject description:**
The aim of this course is to provide students with information that will help them to make decisions that have a positive impact on the health of themselves and others. This is achieved through a theory and a practical component. This course explores the science of sport and requires an analytical approach to health and human development.

*Theory Classes*
Students will learn about:
- the body systems (cardiovascular, respiratory, musculoskeletal)
- the benefits of physical activity, barriers to exercise and how to overcome them.
- sports nutrition.
- participate in laboratory activities related to exercise and sport science
- the consequences of risk taking activities such as drug use and discover the link between brain development and youth behaviour and factors that determine physical, social and mental health. Studying these topics will assist students to make informed, healthy decisions and minimise harm to themselves and others.

*Practical Physical Education Classes*
Students will participate in;
- A range of leisure and sporting activities aimed at improving skill and fitness, awareness of exercise opportunities in the local community and appreciation of physical activity.

**Group:** A

**Subject charges:** $20
**Prerequisites:** Nil

**VCE subject links:**
Health and Human Development Unit 1 and 3
Physical Education Unit 1, 3 and 4

**This subject supports:** Nil

**Assessment:**
- Exam
- Participation
- Skills - movement and strategies
- Class work/project & tests

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Health and Physical Education - Sport

**Subject description:**
This subject covers the same theory content as the Lifestyle course. The practical component is different - students who select this course will participate in more competitive sports that are performed at a higher intensity.

**Group A**

**Subject charges:** $20

**Prerequisites:** Nil

**VCE subject links:**
Health and Human Development Unit 1 and 3
Physical Education Unit 1, 3 and 4

**This subject supports:** Nil

**Assessment:**
- Exam
- Participation
- Skills - movement and strategies
- Class work/project
- Topic tests
Group B Subjects – Humanities – Commerce

Commerce – Law and Order

Subject description: A rigorous course designed to improve student knowledge and skills in the areas of modern Australian politics, legal studies and human rights from a local, national and global point of view. Students will learn to develop their own opinions in relation to social and legal issues. Key skills will be taught with a focus on developing the correct approaches for the successful study of commerce subjects in VCE. Students will leave this course having a strong understanding of being an active Australian citizen who will be able to have their say in relation to political and legal issues.

Group B

Prerequisites: Satisfactory completion of Year 9, with a CR average in English and History

VCE subject links: VCE Legal Studies and Politics

Assessment:
- Exam
- Tests
- Assignments and Case Studies

Commerce – Current Issues in Economics and Finance

Subject description: Students develop business and personal financial management skills, by recording business data according to Australian Accounting standards and exploring the world of finance and investment. Students will also develop an understanding of what a market is and how it makes decisions on how to best produce goods and services without depleting our environment and other resources. They will learn about supply and demand, why prices rise and another key economic issue that is in the media at the time. All content will be studied in the context of current economic and business examples. If you love asking questions about the workings of finance, investment and the economy, this is the subject for you!

Group B

Prerequisites: Satisfactory completion of Year 9

VCE subject links: VCE Economics and Accounting

Assessment:
- Exam
- Tests
- Assignments and Case Studies
Commerce – Money Makes the World Go Round

Subject description: Money Makes the World Go Round is about understanding money and the importance of earning, saving and spending. Students investigate investment options, including investing in a business and managing money as a small business owner. Students will analyse what it means to be an ethical consumer and business, both in Australia and overseas, including the use of case studies. Finally, students will investigate laws as they relate to small business.

Group B

Prerequisites: Satisfactory completion of Year 9

VCE subject links: VCE Business Management primarily; can be used as a pathway to Economics, Accounting and Legal Studies

Assessment:
➢ Exam
➢ Topic tests
➢ Assignments
History: Tyrants, Terror, Total War

**Subject description:** At the beginning of the 20th Century, it seemed that democracy was failing. Wars were killing millions and economies were collapsing. Nations looked to new rulers. Unfortunately, many of these new leaders did not live up to expectations; they brought horror and destruction on an unprecedented scale. This course will look at the horror of life under dictators such as Stalin, Mussolini and Hitler. Detailed case studies will look at topics such as propaganda, groups such as the Hitler Youth, major battles of World War Two, the Atomic Bomb and The Holocaust. This unit of study is designed to develop students’ historical literacy and is essential to building the comprehension and analytical skills that are vital to success in VCE History.

**Group B**

**Prerequisites:** Satisfactory completion of Year 9 with a CR average in English

**VCE subject links:** VCE History, Legal Studies and Politics

**This subject supports:** This subject will also support students in developing skills of reasoning, interpretation and argument that are so vital for success in other subjects such as English.

**Assessment:**
- Research task
- Analysis of visual and/or written documents
- Tests
- Exam

American History: Dream or Nightmare?

**Subject description:** This unit provides students with the opportunity to learn the history of the world’s greatest superpower. The United States has always maintained a strong and popular belief in the idea of freedom. The Declaration of Independence promised liberty, happiness and equality for all; The American Dream. Students will discover how this worthwhile dream was forged in the War of Independence and how, since 1776, much blood has been spilt in protecting it. Many critics, however, have pointed out the absurdities of the American Dream – pointing to the assassination of presidents, gun culture and the persecution of minorities. This unit will explore these flashpoints in American History and students will ultimately decide – through analysing sources, film studies and research assignments – whether the dream turned nightmare.

**Group B**

**Prerequisites:** Satisfactory completion of Year 9 with a CR average in English

**VCE subject links:** VCE History, Legal Studies and Politics

**This subject supports:** This subject will also support students in developing skills of reasoning, interpretation and argument that are so vital for success in other subjects such as English.

**Assessment:**
- Research task
- Film study
- Analysis of visual or written sources and documents
- Tests
- Exam
Group B Subjects – Science

Science - Genetics and Introduction to Psychology

Subject description: This subject prepares students for the successful study of VCE Biology and Chemistry.

The Introduction to Psychology Unit: In this unit you will study:
- the scientific study of thoughts, feelings and behaviour
- contrasted Psychology with Psychiatry and examine research in Psychology
- a tour of the brain and brain structure and function
- dreams and sleep
- the social psychology of attraction

The Genetics (Biology) Unit: In this unit you will study:
- the genetic basis upon which characteristics are inherited in living organisms
- the nature of DNA and the significance of its behaviour in different kinds of cell division
- the effect of alternative forms of genes on the appearance of individuals and their family

Group B

Subject charges: $20.00

Prerequisites: A good pass in Year 9 Science
Tests/Examination of CR2 or higher

VCE subject links: Preparation for Unit 1 and 2 Biology and Unit 1 and 2 Psychology

This subject supports: An improved understanding of the science of living things

Assessment:
- Exams
- Tests
- Practical Work
- Assignments

Science – Genetics and Atomic Chemistry

Subject description: This subject prepares students for the successful study of VCE Biology and Chemistry.

The Genetics (Biology) Unit: In this unit you will study:
- the genetic basis upon which characteristics are inherited in living organisms
- the nature of DNA and the significance of its behaviour in different kinds of cell division
- the effect of alternative forms of genes on the appearance of individuals and their family

The Atomic Chemistry Unit: In this unit you will study:
- the structure of atoms and their subsequent chemical properties
- the Periodic Table and how it can be used as a tool to explore trends in chemical properties
- chemical reactions and how they can be modelled by chemical equations

Group B

Subject charges: $20

Prerequisites: A good pass in Year 9 Science
Tests/Examination of CR2 or higher

VCE subject links: Preparation for U1 and 2 Biology and U1 and 2 Chemistry

This subject supports: A more detailed understanding of the science of living things

Assessment:
- Exam
- Tests
- Practical Work
- Assignments
Science - Motion and Atomic Chemistry

Subject description: This subject prepares students for the successful study of VCE Chemistry and Physics.

The Atomic Chemistry Unit: In this unit you will study:

- the structure of atoms and their subsequent chemical properties
- the Periodic Table and how it can be used as a tool to explore trends in chemical properties
- chemical reactions and how they can be modeled by chemical equations

The Motion (Physics) Unit: In this unit you will study:

- describing motion using vector and scalar quantities such as velocity and speed
- Newton’s laws of motion
- forces and how they relate to motion

Group B

Subject charges: $20

Prerequisites: A good pass in Year 9 Science Tests/Examination of CR2 or higher

VCE subject links: Preparation for U1 and 2 Chemistry and U1 and 2 Physics

This subject supports: A more detailed understanding of the science of living things

Assessment:

➢ Exam
➢ Tests
➢ Practical Work
➢ Assignments

General Science

Subject description: Living in the modern world requires a basic understanding of Science. This course aims to give students a brief overview of aspects of Biology, Chemistry and Physics. It may be of interest to students who wish to study a TAFE course or apprenticeship.

The topics studied may vary according to the interests of the students.

The topics covered in 2014 included:

- Scientific Method - key steps in science investigations
- Road Science - car design, car safety and driver behaviour
- Building blocks of matter - atoms, elements, bonding and the Periodic Table
- Natural selection - inheritance and evolution

Other possible topics include:

- Food Science – food preparation and quality
- Renewable Energy – using Lego modelling
- Electric Circuits – safety and basic circuits
- Chemistry – measuring quantities and chemical reactions
- Horticulture – cultivation of plants, including trees, flowers, fruit and vegetables
- Structures - the forces involved in building bridges and buildings

Note: If you wish to study any of the topics mentioned in more depth and prepare more thoroughly for VCE subjects in Year 11, we would encourage you to pick this subject as well as one or more of the other Science subjects.

Group B

Subject charges: $20

Prerequisites: A wish to study a science subject at the Year 10 level

VCE subject links: gives a basic introduction to VCE Biology, Chemistry and Physics

This subject supports: The study of mathematics, by applying mathematical formula to science investigations

Assessment:

➢ Examination
➢ Tests
➢ Practical Work
➢ Assignments
Science – Electromagnetism and Reactive Chemistry

Subject description: This subject prepares students for the successful study of VCE Chemistry and Physics.

The Reactive Chemistry Unit: In this unit you will study:

- the particle theory of matter
- mixtures, solutions and solvents
- chemical reactions and equations

The Electromagnetism (Physics) Unit: In this unit you will study:

- further motion concepts including momentum and energy and what happens in collisions
- the electromagnetic spectrum, how light behaves as a wave, can be manipulated and its limits
- how electricity and magnetism interact (if time permits)

Group B

Subject charges: $20

Prerequisites: None

VCE subject links: Very good preparation for VCE Chemistry and Physics, especially the topics that involve mathematics

This subject supports: Topics studied in VCE Mathematical Methods and Specialist Maths

Assessment:

- Exam
- Tests
- Practical Work
- Assignments
Year 10 Literature

Subject description: Students who love reading, discussion, playing with ideas or engaging with various types of stories will find what they’re looking for in Year 10 Literature! Literature involves the close reading and analysis of various types of texts such as novels, plays, film, poetry and short stories as a way of exploring the human experience. Year 10 Literature supports students to develop the skills necessary for the close reading and analysis of texts required for VCE Literature.

Group C

Prerequisites: Minimum of a DS2 average in Year 9 English

VCE subject links: This subject is a useful introduction to VCE Literature

This subject supports: VCE Literature in particular but would also support VCE English.

Assessment:
➢ Practical work
➢ Topic Tests
➢ Assignment
➢ Exam

English as an Additional Language (EAL)

Subject description: EAL supports students in their mainstream classes, especially English, by developing their competence in English and their understanding of the learning styles and expectations of the Australian school system. Students for whom English is not their first language, and who have been in Australia for fewer than 5 years should strongly consider taking EAL.

Group C

VCE subject links: This subject is highly recommended for VCE EAL

Assessment:
➢ Tasks completed in this subject will be combined with English results
Physical Education Elective

Subject description: This unit is an introduction to VCE Physical Education. In this elective students will cover 4 areas of study including Biomechanics, Sports Injury, Fatigue & Recovery and Enhancing Sports Performance. The practical component of the unit supports these areas of the course and develops students understanding of strategies and tactics in a wide range of sports.

These topics are part of the VCE content but they are different to those that are covered in the Health and Physical Education Advanced Unit.

This unit is recommended for students who are considering VCE Units 1 and 2 Physical Education.

Group C

Subject charges: $20

Prerequisites: Pass in Year 9 Physical Education theory

VCE subject links: Physical Education Unit 1, 3 and 4

Assessment:
- Exam
- Topic tests
- Movement skills and tactics
- Sports injuries

Health and Human Development Elective

Subject description: This unit is an introduction to VCE Health and Human Development. Students will learn about global health, youth health, health across the lifespan, Australian health priorities and strategies that are used to improve the health of the Australian population. These topics are part of the VCE content but they are different to those that are covered in the Health and Physical Education Advanced Unit.

This unit is recommended for students who are considering VCE Units 1 and 2 Health and Human Development.

Group C

Subject charges: $20

Prerequisites: CR grade in Year 9 Health

VCE subject links: Health and Human Development Unit 1 – 4

Assessment:
- Exam
- Topic tests
- Assignments
Politics and History: Crisis, Conflict and Kim Jong Il

Subject description: What is power and why do people crave it? What is terrorism? Why do wars occur? How are the winners and losers of conflict decided? This course in world issues and modern history introduces students to changes in power, national and international conflicts and the attempts to resolve these conflicts. Students will explore issues, such as refugees and terrorism, and their causes and effects on the world. Specific case studies of Korea and Indonesia will be completed.

Group C

Prerequisites: Satisfactory completion of Year 9

VCE subject links: VCE History and Politics

This subject supports: This subject will also support students in developing skills of reasoning, interpretation and argument that are so vital for success in other subjects such as English.

Assessment:
- Research task
- Analysis of visual and/or written documents
- Tests
- Exam

Geography

Subject description: Students will investigate how human and physical factors shape environments and interact to produce change.

- Students will learn about the features of coasts, and complete a case study of coastal environments, including fieldwork at a Victorian beach.
- Students will investigate the causes and impacts of different living conditions for people around the world. This will be based on case studies of at least two countries other than Australia. The focus will be on globalisation issues and their impacts.
- Students will develop their skills at interpreting and producing relevant maps and graphs at a local, regional and global scale.
- The key geographic ideas of direction, distance, distribution, location, spatial association and spatial interaction will be used to explain geographical phenomena.

Group C

Subject charges: $30

Prerequisites: Satisfactory completion of Year 9 Geography. Please note that there is a need for basic numeracy skills to interpret graphs and use maps effectively.

VCE subject links: Unit 1 and 2 Geography

Assessment:
- Classwork focused on Geospatial and Geo knowledge strands of Ausvels
- Global issues presentation
- Coast fieldwork & fieldtrip report
- Examination
Philosophy - Knowledge, Reality and Morality

Subject description: This subject exposes students to the opportunity to read and understand some of the powerful ideas that have shaped our culture. Philosophy is an academically challenging subject which assumes intellectual curiosity.

Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain knowledge about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs or are there moral facts?

Group C

Prerequisites: Satisfactory completion of Year 9 with a CR average in English

VCE subject links: VCE Philosophy

Assessment:
➢ Research task
➢ Analysis of visual and/or written documents
➢ Essays
➢ Short and extended questions
ICT - Multimedia

Subject description: In this unit, students learn the theory and methods necessary to use multimedia tools such as audio, video, animation, and web creation software to generate multimedia presentations to inform, entertain, educate or persuade an audience. Students will work collaboratively to create products that combine a range of visual and audio material to investigate social issues arising from the use of ICT in Society.

Group C

Subject charges: $20
Prerequisites None
VCE subject links: VCE Information Technology
VCE Media
VCE Photography
VCE Visual Communications

This subject supports: Folio subjects in The Arts and Technologies

Assessment:
➢ Exam
➢ Practical work
➢ Topic Tests
➢ Assignments

ICT - Computer Programming

Subject description: Students learn the theory and methods of how to create programs by planning, designing, executing and evaluating solutions to problems using a programming language. Students use algorithms to outline the solution method, design interfaces using storyboard techniques and write and test programs in a number of environments such as might be encountered in the workplace.

Group C

Subject charges: $20
Prerequisites None
VCE subject links: VCE Visual Communications
VCE Information Technology
VET Information Technology
VCE Media

This subject supports: Folio subjects in The Arts and Technologies

Assessment:
➢ Exam
➢ Practical work
➢ Topic Tests
➢ Assignments
Group C Subjects – Technology

Systems Engineering Electronics +

**Subject description:** In this subject, students study fundamental engineering principles, through the application of their knowledge, students produce basic electronic systems. The systems produced by students should employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports. The main focus of the subject remains the construction of integrated systems, and the construction process heavily draws upon design and innovation.

**Group C**

**Subject charges:** $80

**Prerequisites** None, but Year 9 Wood, Plastics or Electronics recommended.

**VCE subject links:** VCE Product Design and Technology (Units 1-4) VCE Systems Engineering (Units 1-4) Assists with VCE Physics

**This subject supports:** Folio subjects in The Arts and Technologies

**Assessment:**
- Exam
- Practical work
- Folio of work
- Topic Tests
- Assignments

3D Design and Prototyping

**Subject description:** This is an introductory course to engineering drawing principles and practices. Students will develop skills in sketching, designing and producing working drawings. Each student will complete a design folio of work using computer aided design (CAD) and traditional drawing methods.

Students will use a Computer Numerical Control (CNC) machine or 3D printer to assist in the manufacture of their own designs. Prototypes will be constructed using a variety of suitable materials such as foam, plastics, polystyrene, wood and different finishes such as paint.

**Group C**

**Subject charges:** $40

**Prerequisites** None

**VCE subject links:** VCE Product Design and Technology (Units 1-4) VCE Systems Engineering (Units 1-4)

**This subject supports:** Folio subjects in The Arts and Technologies

**Assessment:**
- Exam
- Practical work
- Folio of work
- Topic Tests
- Assignments
Design and Production Wood

**Subject description:** Students build a small and complex piece of timber furniture; they will be encouraged to incorporate other materials such as plastic and metal. They are required to select a client and design their project to suit the client’s specific needs, using various drawing techniques. Students are able to develop design skills through the use of computers and software such as Google sketch up. They also build on previous practical knowledge and skills, using a range of woodworking tools and processes in building their project. Upon completion, students evaluate their projects using criteria they have developed.

**Group C**

**Subject charges:** $80

**Prerequisites** None, but Year 9 Wood, Plastics or Electronics recommended.

**VCE subject links:**
- VCE Product Design and Technology (Units 1-4)
- VCE Systems Engineering (Units 1-4)

**This subject supports:** Folio subjects in The Arts and Technologies

**Assessment:**
- Exam
- Practical work
- Folio of work
- Topic Tests
- Assignments
Love to Eat

Subject description: Love to eat helps you to build on your existing knowledge of foods. Turn basic meals into nutritious, mouth-watering, eye catching meals. Learn about current dietary trends that make foods look appealing, taste amazing and benefit your health too! Guest speakers will talk about the importance of selecting good quality food for individuals depending on their everyday needs. Design and produce nutritional foods to suit a variety of lifestyles.

Group C
Subject charges: $85

Prerequisites: None

VCE subject links: VCE Food and Technology (Units 1-4)

This subject supports: Folio subjects in The Arts and Technologies

Assessment:
➤ Exam
➤ Practical work
➤ Topic Tests
➤ Assignments

Café Culture

Subject description: Melbourne is known for its vibrant café culture. Explore the current and up and coming trends that are sweeping across our Melbourne cafes from breakfast menus to cakes to go with coffee and lunch dishes. You will also explore many different ways to prepare and present food learning the tricks of the trade making you more successful in the kitchen. You will have the opportunity to redesign your own dishes with a modern twist. The skills and knowledge gained throughout the course will culminate in the preparing and serving of food to a group. Bring a little Wow factor to your kitchen with Café Culture.

Group C
Subject charges: $85

Prerequisites: None

VCE subject links: VCE Food and Technology (Units 1-4)

This subject supports: Folio subjects in The Arts and Technologies

Assessment:
➤ Exam
➤ Practical work
➤ Assignments
Tantalizing Textiles

**Subject description:** In this unit students will develop design and pattern-making skills and use these to make a variety of soft furnishings, garments and accessories (including hats): linking to work, leisure and evening wear.

**Group C**

**Subject charges:** $40 - varies with materials

**Prerequisites** None

**VCE subject links:** VCE Product Design and Technology (Units 1-4)

**This subject supports:** Folio subjects in The Arts and Technologies

**Assessment:**
- Exam
- Practical work
- Folio of work
- Topic Tests
- Assignments
Japanese A

Subject description: Japanese A will cover language related to living in Japan. In particular, this Unit will focus on dining, travel and home-stay and leisure. The aim of this study is to give students a range of grammatical patterns and inter-cultural awareness to allow for effective communication with similarly aged students in Japan. Students will be introduced to an appropriate range of Kanji, grammar and the required vocabulary.

Group C

Subject charges: $30

Prerequisites: Satisfactory completion of Year 9 Japanese with a P2 level for comprehension and speaking tasks, together with a CR2 average for writing tasks. Students with background language skills may be exempt from these pre-requisites, subject to discussion with the T&L Leader.

VCE subject links: Unit 1 and 2 Japanese

This subject enhances learning in: subjects that require high level of literacy skills, knowledge of language and intercultural understandings.

Assessment:
- A major outcome for each of the 3 areas of study: a speaking task; a reading comprehension task and a listening comprehension task. As well there will be topic tests, assignments and workbook collection.
- An examination: that examines knowledge of the grammar, Kanji and vocabulary required for use across all 3 outcomes.
- An Intercultural Knowledge and Understanding research project.

Japanese B

Subject description: This unit will continue the study undertaken in Pre-VCE Japanese A. Students will develop the language to participate in a range of Japanese cultural settings, as well as their knowledge and understanding of Japanese culture. An introduction will be made to the ‘informal’ style of speech in Japan that will become essential for progression in the VCE study of Japanese.

Group C

Subject charges: $30

Prerequisites: Satisfactory completion of Pre-VCE Japanese A with a P2 level for comprehension and speaking tasks, together with a CR2 average for writing tasks.

VCE subject links: Unit 1 and 2 Japanese

This subject enhances learning in: subjects that require high level of literacy skills, knowledge of language and intercultural understandings.

Assessment:
- A major outcome for each of the 3 areas of study: a speaking task; a reading comprehension task and a listening comprehension task. As well there will be topic tests, assignments and workbook collection.
- An examination: that examines knowledge of the grammar, Kanji and vocabulary required for use across all 3 outcomes.
- An Intercultural Knowledge and Understanding research project.
German A

**Subject description:** Pre-VCE German A will cover language related to living in Germany. In particular, this unit will focus on school, leisure and lifestyle as well as people and places. The aim of this study is to give students a range of grammatical patterns and inter-cultural awareness to allow for effective communication with similarly aged students in Germany. Students will be introduced to an appropriate range of grammar and the required vocabulary.

**Group C**

**Subject charges:** $30

**Prerequisites:** Satisfactory completion of Year 9 German with a P2 level for comprehension and speaking tasks, together with a CR2 average for writing tasks. Students with background language skills may be exempt from these pre-requisites, subject to discussion with the T&L Leader.

**VCE subject links:** Unit 1 and 2 German

**This subject enhances learning in:** subjects that require high level of literacy skills and knowledge language.

**Assessment:**
- A major outcome for each of the 3 areas of study: a speaking task; a reading comprehension task and a listening comprehension task. As well there will be topic tests, assignments and workbook collection.
- An examination: that examines knowledge of the grammar required for use across all 3 outcomes.

German B

**Subject description:** This unit will continue the study undertaken in Pre-VCE German A. Students will develop the language to participate in a range of German cultural settings, as well as their knowledge and understanding of German culture. This unit will focus on social issues, arts and entertainment as well as being able to communicate on the topic of ‘aspirations’.

**Group C**

**Subject charges:** $30

**Prerequisites:** Satisfactory completion of Pre-VCE German A with a P2 level for comprehension and speaking tasks, together with a CR2 average for writing tasks.

**VCE subject links:** Unit 1 and 2 German

**This subject enhances learning in:** subjects that require high level literacy skills and knowledge language.

**Assessment:**
- A major outcome for each of the 3 areas of study: a speaking task; a reading comprehension task and a listening comprehension task. As well there will be topic tests, assignments and workbook collection.
- An examination: that examines knowledge of the grammar required for use across all 3 outcomes.
2D Art

**Subject description:** Successful people in today's world need to think and act creatively – in all industries. 2D Art seeks to give students the opportunity to develop their creative skills, their artistic ability and visual literacy. Leading on from Year 9 Art, this subject further develops students' understanding of Visual Art production techniques and increases their understanding of the importance of Historical / Cultural context in the analysis of artworks. Painting, Drawing and Photography form the basis of this course. Various techniques and processes are explored in guided workshops. Students are encouraged to draw upon their own interests and ideas to produce a folio of works. Students reflect through annotation and analysis, using subject related terminology and developing their visual literacy in the process.

**Group C**

**Subject charges:** $20

**Prerequisites:** Recommended that students achieve a satisfactory pass in a Visual Arts subject in Year 8 or 9

**VCE subject links:** VCE Studio Art – 2D / 3D

**This subject supports:**
- VCE Studio Arts - 2D Art /3D
- VCE Studio Arts – Photography
- VCE Visual Communication and Design

**Assessment:**
- Art history study
- Visual Analysis
- Skill development
- Folio
- Folio of finished work
- Exam

3D Art

**Subject description:** Successful people in today's world need to think and act creatively – in all industries. 3D Art seeks to give students the opportunity to develop their creative skills, their artistic ability and visual literacy. In 3D Art the focus is on individual creative interests and idea development, using both traditional and non-traditional three-dimensional materials to explore sculptural form. Students will develop skills and techniques using a range of media, such as clay, wire, found objects, recycled materials, wood, cardboard and casting products. A design process will be used to respond in a personal and creative way to produce finished artworks. Students will discuss an artwork’s content and context, how materials can contain meaning, and the ways in which sculpture interacts with space. Historical and contemporary sculptural artwork will be investigated and analysed using subject specific terminology to develop visual literacy and cultural understanding.

**Group C**

**Subject charges:** $40

**Prerequisites:** Recommended that students achieve a satisfactory pass in a Visual Arts subject in Year 8 or 9

**VCE subject links:** VCE Studio Art – 2D / 3D

**This subject supports:**
- VCE Studio Arts – 2D Art /3D
- VCE Visual Communication and Design
- VCE Studio Arts – Photography

**Assessment:**
- Art history study
- Visual Analysis
- Skill development Folio
- Folio of finished work
- Exam
Visual Communication

**Subject description:** Visual communicators in fields such as architecture, engineering, graphic design, multimedia design, industrial design, cartography, advertising and fashion all depend on visual communication skills to design, develop and communicate ideas and information. The design process is used to provide a structure to organise design thinking for various projects students will undertake. Students will develop design skills when creating visual communications. Throughout the semester students explore manual and digital methods to develop and refine presentations. Projects undertaken will include: designing a custom chair and poster, and completing various freehand drawings. Students will have the opportunity to develop their skills in the Adobe package, Sketchup and manual drawing techniques.

**Group C**

**Subject charges:** $20

**Prerequisites:** A satisfactory pass in Year 8 or 9 Visual Communication

**VCE subject links:**
VCE Visual Communication and Design

**This subject supports:** VCE Visual Communication and Design
VCE Studio Arts – Photography
VCE Studio Arts - 2D Art /3D

**Assessment:**
- Skill development Folio
- Folio of finished work
- Topic tests
- Exam
Media and Animation

Subject description: The future employment for most of our students will be multi-skilled, digital and creative and Media Studies is very much oriented towards this future. Media/Animation at year 10 is both a practical and theoretical course that aims to develop a student’s Media Literacy, through both the investigation and creation of media products. The main areas explored are digital film production, print and television advertising and animation. Students use the same techniques they have studied to create their own digital productions. Visual literacies are developed and students also gain an appreciation for the historical development of media technologies and the issues that have arisen due to the impact changes have had on society.

Group C

Subject charges: $30

Prerequisites: Recommended that students achieve a satisfactory pass in a Visual Arts subject in year 8 or 9

VCE subject links: VCE Media

This subject supports: VCE Studio Arts – Photography
VCE English
VCE Drama

Assessment:
➢ Production Design Folios
➢ Film and Animation productions
➢ Topic tests
➢ Exam

Media and Journalism

Subject description: Media and Journalism is a subject that supports students to develop their analytical, creative thinking, communication and digital skills. All these skills are valuable in today’s fast paced modern digital world and the employment opportunities that it offers. Media and Journalism is both a practical and theoretical course. The topics explored include a study of different styles of documentary film making, an analysis of the techniques used to construct tabloid television programmes and a narrative film study unit. Students use the techniques they have studied when creating their own productions.

Group C

Subject charges: $30

Prerequisites: A satisfactory pass in Year 9 English

VCE subject links: VCE Media

This subject supports:
VCE Media
VCE English
VCE Studio Arts - Photography

Assessment:
➢ Production Design Folios
➢ Documentary film and Tabloid News productions
➢ Topic tests
➢ Exam
Drama

Subject description: You’re up, you’re lively, you’re interacting, creating and performing – that is Year 10 Drama. You want confidence? Drama helps you develop confidence. It helps you to understand life from a different view, taking on different characters, emotions and problems. Year 10 Drama offers students the opportunity to work within a team to devise a group performance based on a theme. Drama students will develop their performance, teamwork, organisation, communication and problem solving skills. All students will be required to perform as part of an ensemble to an audience of friends and family. Students will view a performance that is non-naturalistic and/or participate in a workshop facilitated by a company that works in this style. Students will describe and evaluate the processes used in the creation and presentation of performances.

Group C

Subject charges: $30

Prerequisites: A satisfactory pass in Year 8 or 9 Drama

VCE subject links: VCE Drama

This subject supports:
VCE Media
VCE English
VCE Music

Assessment:
➢ Performance exam
➢ Written exam,
➢ Folio/Journal
Music

Subject description: In today’s culture of sharing music and instant download it’s important to remember where the music comes from; the musician. In order to understand and perform the music you hear, you first need to appreciate and enjoy it. The Year 10 music course develops an intellectual, aesthetic and cultural understanding of the value and importance of music. As soloists and members of a group, students gain skills in preparing programmes of musical works. They learn about and apply musicianship in a range of styles. Music and computer technology are combined to provide a range of opportunities for creating, arranging and sampling music and for developing skills in aural comprehension and musicianship.

Group C
Subject charges: $20

Prerequisites: To participate in this subject, you must be learning an instrument (or voice) outside the classroom and be participating in weekly instrumental lessons. A standard of Grade 3 AMEB (or equivalent) is highly recommended.

VCE subject links: VCE Music

This subject supports: VCE Media, VCE Drama

Assessment:
➢ Theory and Aural tests
➢ Elements of music, definitions and application
➢ Ensemble performance involving composition and arrangement
➢ Exam
➢ Weekly performance workshop (solo performance)
**Biology Units 1 & 2**

**Subject charges:** $20.00

**Course Outline:** Biology is the study of living things. Unit 1: Focuses on the study of life at a cellular level and factors that effect the survival of cells. Unit 2: Investigates the rich diversity of Australian ecosystems and the relationship between living things and their environment.

**Unit 1: Unity and Diversity Assessment Tasks**
1. Practical reports
2. Tests
3. Field report
4. Data analysis
5. Examination

**Outcomes**
1. Design, conduct and report on a practical investigation related to cellular structure, organisation and process.
2. Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

**Unit 2: Organisms and Their Environment**

**Assessment Tasks**
1. Practical reports.
2. Tests
3. Field report
4. Data analysis
5. Examination

**Outcomes**
1. Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
2. Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

**Business Management Unit 1 & 2**

**Course Outline:** Business Management Units 1 & 2 is a study of small business in Australia.

**Unit 1:** Provides students with an opportunity to explore the operations of a small business and its likelihood of success. Students apply business theory to small business examples and run a simulated business for a period of time.

**Unit 2:** Focuses on effective communication in achieving business objectives. It includes both internal and external communication, with special attention to the functions of marketing and public relations.

**Unit 1: Small Business Management Assessment Tasks**
1. Test
2. Business simulation exercise and test
3. Test
4. Examination

**Outcomes**
1. Explain a set of generic business characteristics to a range of businesses, and apply them.
2. Apply decision-making and planning and evaluate the successful management of ethical and socially responsible small business.
3. Explain and apply day-to-day operations associated with an ethical and socially responsible small business.

**Unit 2: Communication & Management Assessment Tasks**
1. Test
2. Test
3. Oral presentation
4. Examination

**Outcomes**
1. Explain, apply and justify a range of effective communication methods and forms in business-related situations.
2. Apply and analyse effective marketing strategies and processes.
3. Apply and analyse effective public relations strategies and tactics.

*more information*
Units 1 & 2 Food and Technology

Subject Charges: $170.00

Course Outline: 

Unit 1: Students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food, along with the selection and use of a range of suitable tools and equipment. They consider food preparation practices suitable for use in a small-scale food operation. Students examine the links between classification of foods and their properties, and examine the changes when different preparation and processing techniques are used. They investigate quality and ethical considerations in food selection, and use the design process to meet the requirements of design briefs to maximise the qualities of key foods.


Unit 2: Students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. They research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work independently and as members of a team to research and implement solutions to a design brief, to prepare food for a range of contexts when planning and preparing meals.

Unit 1: Properties of Food Assessment Tasks
1. Written test
2. Production work
3. Examination

Outcomes
1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods, and prepare foods to optimise these properties using the design process.

Unit 2: Planning & Preparation of Food Assessment Tasks
1. Production work

Outcomes
1. Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2. Individually and as a member of a team use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.
Geography Units 1 & 2

Course Outline: Unit 1 Natural Environments
Unit 1: Natural environments
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Students must investigate at least two natural environments in each area of study. The natural environments selected for investigation may be the same in each area of study. Each environment selected for investigation must focus on physical geography at two different scales.

Unit 2: Human environments
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Rural environments are those produced by human activities such as farming, forestry, tourism, mining, fishing and rural settlements. Urban environments are those produced by human activities created by housing, work and leisure pursuits. The nature of change in human environments varies across a range of scales over space and over time.

Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human processes and events. Decisions that affect the management and the sustainability of rural and urban environments, and the distribution of rural and urban activities are made by governments, organisations and individuals.

Students must investigate at least two human environments in each area of study. More information
Health and Human Development Units 1&2

Course Outline:  
Unit 1: Focuses on the health and individual human development of Australia’s youth. It introduces students to the concepts of health and development and examines both inherited and environmental factors that impact on the health and development of youth. Students identify and explore issues that directly impact on the health and individual human development of Australia’s youth.

Unit 2: Focuses on the lifespan stages of prenatal, childhood and adulthood, and the determinants that influence their health and development including biological, behavioural and environmental factors. It explores emerging issues that impact Australia’s health and development. Personal, community and government strategies that effect health are investigated including advances in technology and alternative health.

Unit 1: The Health & Development of Australia’s Youth
Assessment Tasks
1. Case study Test
2. Case Study / Data Analysis
3. Written response
4. Examination

Outcomes
1. To describe the dimensions of, and the interrelationships that exist within and between health and individual human development.
2. Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
3. Outline health issues relevant to Australia’s youth and analyse strategies or programs that have an impact on youth health and development.

Unit 2:
Individual Human Development and Health Issues
Assessment Tasks
1. Written Response / Case Study
2. Written Response / Case Study
3. Extended Response
4. Examination

Outcomes
1. Describe and explain the factors that affect the health and individual human development of Australia’s children.
2. Describe and explain the factors that affect the health and individual human development of Australia’s adults.
3. Analyse health issues facing Australia’s health system and evaluate community and/or government actions that may address the issue.
Japanese Units 1 & 2

Subject Charges: $30.00

Course Outline: The areas of study for Units 1 and 2 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (The Individual, The Languages-speaking Communities and The Changing World) and topics (different for each language) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 1 Assessment Tasks
1. Reply to personal letter/email/fax or informal conversation
2. a. Listen to spoken texts to obtain information to complete notes, charts or tables
   b. Read written texts to obtain information to complete notes, charts or tables
3. Oral presentation or article or review
4. Examination

Outcomes
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read or obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Assessment Tasks
1. Formal letter, fax or email or role play or interview
2. a. Listen to spoken texts and reorganise information and ideas in a different text type
   b. Read written texts and reorganise information and ideas in a different text type
3. Journal entry or personal account or short story
4. Examination

Outcomes
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.
Media Units 1 & 2

Charges $70.00

Course Outline:  

Unit 1: Enables students to develop an understanding of the relationship between the media, technology and the representations present in the Media. Students develop practical and analytical skills, including an understanding of how media products are constructed, and the implications of new media technologies.

Unit 2: Allows students to develop their understanding of production stages and the roles involved in producing media product. Students develop practical skills, including an understanding of how media products are constructed, and the implications of new media technologies.

Unit 1: Representation and Technologies of Representation Assessment Tasks
1. Analysis of representations
2. Production Design plan
3. Film Production
4. New Media Research task
5. Examination

Outcomes
1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience.
2. Construct and compare media representations using two different media technologies.
3. Discuss the creative and cultural implications of new media technologies.

Unit 2: Media Production and the Media Industry Assessment Tasks
1. Oral Presentation
2. Production Design plan
3. Film production
4. Australian Media organisation analysis
5. Examination

Outcomes
1. Explain the media production process and

2. Demonstrate specialist production skills within collaborative media productions.
3. Discuss media industry issues and/or developments relating to the production stages of a media production, and describe specialist roles within the media industry.
4. Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.
Physical Education Units 1 & 2

Course Outline:  Unit 1: Focuses on how the body systems work together to produce movement. Through practical activities students explore the relationship between the body systems and physical activity. Students are introduced to aerobic and anaerobic energy pathways and apply biomechanical principles to improve and refine movement. Students increase their understanding of technological developments in performance enhancement, injury prevention and rehabilitation.

Unit 2: Explores a range of coaching practices and provides a practical insight into coaching. Students gain an appreciation for the level of physical activity required to maintain good health. They explore a range of factors that influence participation in physical activity.

Unit 1: Bodies in Motion Assessment Tasks
1. Written report
2. Test
3. Laboratory report
4. Examination

Outcomes
1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the body systems function and how the aerobic and anaerobic pathways interact.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in sporting actions.
3. Observe, demonstrate, evaluate and explain strategies used to prevent sports injuries.

Unit 2: Sports Coaching and Physically Active Lifestyle Assessment Tasks
1. Written report
2. Test
3. Laboratory report
4. Examination

Outcomes
1. Demonstrate their knowledge of, and evaluate the skills and behaviours of an exemplary coach.
2. Collect and analyse data related to individual population’s levels of participation in physical activity.
3. Implement and promote programs designed to increase physical activity within a selected group.

More information
Psychology Units 1 & 2

Course Outline:  

Unit 1: An introduction to the development of Psychology from its philosophical beginnings to its present status as a scientific field of study. Students explore the scope of psychology and consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

Unit 2: Explores how behaviour and perceptions of self and others are shaped by social and cultural influences including the attitudes and behaviours of groups. The attributes equated with intelligence, and the traits associated with personality are investigated.

Unit 1: Introduction to Psychology
Assessment Tasks
Two assessment tasks are chosen to assess each Unit from the following list
1. Research investigation
2. Annotated folio of practical activities
3. Media response
4. Oral presentation using two or more data types, for example still or moving images, written text, sound
5. Visual presentation, for example concept map, graphic organiser, poster
6. Test
7. Essay
8. Debate
9. Data analysis
10. Evaluation of research
11. Examination

Outcomes
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
Assessment Tasks
Two Assessment tasks are chosen to assess each Unit from the list above.

Outcomes
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

More information
VCE Unit 1 & 2 Systems Engineering

**Subject Charges:** $80

**Course Outline:**

**Unit 1:** Focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

**Unit 2:** Students study fundamental electrotechnology engineering principles. Through the application of their knowledge, students produce basic operational systems. The systems produced by the students should employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

**Unit 1:**

**Mechanical Engineering Fundamentals**

**Assessment Tasks**
1. Production work/design
2. Practical demonstrations and applied design
3. Written report on diagnostic practice
4. Examination

**Outcomes**
1. Recognise, identify, illustrate and use theoretical principles of mechanical systems.
2. Use appropriate processes in the designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system. Analyse a technological system in terms of its operation, function, energy use and social and environmental implications.

**Unit 2:**

**Electrotechnology Engineering Fundamentals**

**Assessment Tasks**
1. Production work and applied design on integrated system
2. Practical demonstration and symbolic representation.
3. Written report on diagnostic practice
4. Examination

**Outcomes**
1. Recognise, identify, illustrate and use theoretical principles of electrotechnology systems.
2. Design, plan, produce and evaluate a functional integrated system with reference to relevant Standards. Explain how new and emerging technologies influence the selection and development of a process, material and impact on design production.

*More information*
VCE /VET Hospitality (Catering Operations and Kitchen operations)

**SIT31013 Certificate III IN Catering Operations**

A materials charge of approx. $560 applies to these units TBA

Want skills to increase your chances of getting a part time job? Want to work in the hospitality/ tourism field? Want to be a chef or hotel/resort manager? Or just need to develop employability skills, so that when you are applying for that university course/ interview where teamwork, communication and people skills are important to show you have them? Then VETis Catering Operations is for you.

For the more hands on learner, this course is interesting and engages you in many activity based assessments. Intellectual students in this program will have the chance to study a subject that is academically less intensive, allowing the opportunity to challenge themselves in more practical activities. Students learn about all aspects of the Hospitality industry and are assessed as they learn to cook like a chef with trainers from Tafe, develop service skills in the restaurant and learn how to make coffees with our industrial coffee machine.

**These courses can be completed over two or three years. At Year 10/ 11 VCE subject you will study the Dual VET course developing skills in both the back of house (Kitchen Operations stream) and front of house (Hospitality stream). You will have the chance to further develop your skills in Years 11/12 in Units 3 and 4 in either or both front of house aspects or kitchen operations streams with Catering Operations Units 3 and 4 or Kitchen Operations 3 and 4 in the following years. Both these courses are designed to offer students a range of general hospitality skills as well as specific skills in a range of electives.**

**Hospitality stream** – the units of competency in this stream provide skills and knowledge to a “front of house” role and include training in the preparation of non-alcoholic beverages and espresso coffee, table service of food and beverages, Responsible Service of Alcohol Certificate providing advice on food and processing financial transactions.

**Kitchen operations stream**- these units of competency provide additional cookery skills and knowledge in the production of appetisers, salads, stocks and sauces, soups, farinaceous foods such as pastas rice and grains , vegetables, fruits and eggs.

This program allows students to begin units 1 and 2 at year 10 or year 11 and the following year continue with the unit 3 and 4 in either or both streams. You could pick up units 1/2 in year 10, complete one 3/4 unit hospitality stream in year 11 and the other unit 3/4 in kitchen operations year 12. All units 3/4 have scored assessment therefore both streams can contribute as one of your best four subjects in your ATAR calculation whilst gaining 1 or 2 nationally accredited certificates while you are at school.
Program Units 1 and 2 (2016)

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
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<tbody>
<tr>
<td>BSBWOR2O3B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHHIND102</td>
<td>Prepare simple dishes*</td>
<td>25</td>
</tr>
<tr>
<td>SITHHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>25</td>
</tr>
<tr>
<td>SITXFSI101</td>
<td>Use hygienic practices for food safety</td>
<td>15</td>
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<tr>
<td>SITXINV202</td>
<td>Maintain quality of perishable supplies*</td>
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<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>12</td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service of alcohol</td>
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<tr>
<td>SITHCC102</td>
<td>Prepare sandwiches*</td>
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<td>SITXCCS202</td>
<td>Interact with customers</td>
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<td>SITXCCS303</td>
<td>Provide Service to Customers</td>
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<tr>
<td>SITXCOM102</td>
<td>Show social and cultural sensitivity</td>
<td>20</td>
</tr>
<tr>
<td>SITHCC101</td>
<td>Use food preparation equipment*</td>
<td>25</td>
</tr>
<tr>
<td>SITHCC201</td>
<td>Produce dishes using basic methods of cookery*</td>
<td>45</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment*</td>
<td>13</td>
</tr>
</tbody>
</table>

Total nominal hours for units 1 and 2: 270

Structured workplace Learning (SWL)

Students are required to complete a minimum of five days’ work placement over each year which is conducted out of school time. The five days must include food and beverage service or kitchen service whichever is relevant to the units being studied during the September school holidays. Industry level skills will also be developed through the College Restaurant throughout the course.

NB: All students must undertake Unit 1 and 2 to be able to enrol in the 3 and 4 Units. VET Hospitality is conducted in Partnership with Inner Melbourne VET Cluster. All students applying for this course will be interviewed prior.

Catering Operations Program Units 3 and 4 (2017) COSTS TBA

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>20</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td>30</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
<td>80</td>
</tr>
<tr>
<td>SITHFAB309</td>
<td>Provide advice on food</td>
<td>40</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
<td>25</td>
</tr>
</tbody>
</table>

**SUB TOTAL**: 195

Assessment for Units 3 and 4

2 x Work performance, 1 x Folio, 1 x VCE Exam

Unit 3 and 4 Kitchen Operations (2018) COSTS TBA

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCC204</td>
<td>Produce vegetables, fruit, eggs and farinaceous dishes</td>
<td>45</td>
</tr>
<tr>
<td>SITXINV301</td>
<td>Purchase goods</td>
<td>30</td>
</tr>
<tr>
<td>SITHCC203</td>
<td>Produce stocks, sauces and soups</td>
<td>35</td>
</tr>
<tr>
<td>SITHCC202</td>
<td>Produce appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCC207</td>
<td>Use cookery skills effectively</td>
<td>50</td>
</tr>
</tbody>
</table>

**SUB TOTAL**: 185

Assessment for Units 3 and 4

1 x Work performance, 2 x Folio, 1 x VCE Exam
VCE VET COMPLETION ICA20105 CERTIFICATE II IN INFORMATION TECHNOLOGY - SUPPORT
AND PARTIAL COMPLETION OF
ICA30111 CERTIFICATE III IN INFORMATION TECHNOLOGY - SUPPORT

more information A materials charge of $560 (approx.) applies to these units

COURSE OUTLINE:
Completion of VET ICA11 to Certificate III level in Information Support. This is a two year Vocational Education and Training Program that is able to contribute to the ATAR study score as one of the four best VCE studies. The program also provides students the opportunity to gain a nationally accredited certificate while they are still at school and provides pathways for employment or direct entry to other tertiary courses. The VET Certificate III Course at Mount Waverley Secondary college is conducted as a two year program in

ICA30111
Certificate III in Information, Digital Media and Technology (Partial Completion)

Students will study the following VET units (please note, competencies are subject to change and will not be confirmed until the commencement of each calendar year):

Units 1 & 2 (2014)

Compulsory

<table>
<thead>
<tr>
<th>Code</th>
<th>Competencies</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS302</td>
<td>Participate effectively in OHS communication and consultative processes</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>ICASAS301A</td>
<td>Run standard diagnostic tests</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Choose a minimum of 90 nominal hours from the following Groups:

Group A Applications

ICAICT203A Operate application software packages 6 0

Group B Network administration

ICANWK304 Administer network peripherals 2 0

Group C Support

ICASAS304A Provide basic system administration 2 0
| ICASAS303A | Care for computer hardware | 2 | 0 |

Group D Web technologies

ICAWEB201A Use social media tools for collaboration and engagement 2 0
ICAWEB303A Produce digital images for the web 3 0

Group E Multimedia

ICAGAM301A Apply simple modelling techniques 5 0

Subtotal 9 0
### Minimum total for Units 1 and 2 180

#### Units 3 & 4 (2015)

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create user documentation</td>
<td>ICAICT301A</td>
</tr>
<tr>
<td>Install and optimise operating system software</td>
<td>ICAICT302A*</td>
</tr>
<tr>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>BSBSU301A</td>
</tr>
<tr>
<td>Provide IT advice to clients</td>
<td>ICASAS305A*</td>
</tr>
<tr>
<td>Maintain equipment and software</td>
<td>ICASAS306A*</td>
</tr>
</tbody>
</table>

Choose a minimum of 60 hours from the Elective Bank

<table>
<thead>
<tr>
<th>Elective Bank Competencies</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement system software changes</td>
<td>ICAICT304A</td>
</tr>
<tr>
<td>Customise packaged software applications for client</td>
<td>ICAICT307A</td>
</tr>
<tr>
<td>Use advanced features of computer applications</td>
<td>ICAICT308A</td>
</tr>
<tr>
<td>Develop macros and templates for clients using standard products</td>
<td>ICAICT409A</td>
</tr>
<tr>
<td>Provide network systems administration</td>
<td>ICANWK301A</td>
</tr>
<tr>
<td>Determine and action network problems</td>
<td>ICANWK302A</td>
</tr>
<tr>
<td>Install and manage network protocols</td>
<td>ICANWK305A</td>
</tr>
<tr>
<td>Install, configure and secure a small office home office network</td>
<td>ICASAS307A*</td>
</tr>
<tr>
<td>Connect internal hardware components</td>
<td>ICAICT303A*</td>
</tr>
<tr>
<td>Review and maintain a website</td>
<td>BSBEBU401A</td>
</tr>
<tr>
<td>Create a simple markup language document</td>
<td>ICWEB301A</td>
</tr>
<tr>
<td>Build simple websites using commercial programs</td>
<td>ICWEB302A</td>
</tr>
<tr>
<td>Create 2D digital animations</td>
<td>CUFANM301A</td>
</tr>
<tr>
<td>Create 3D digital animations</td>
<td>CUFANM302A</td>
</tr>
<tr>
<td>Design and apply simple textures to digital art</td>
<td>ICAGAM302A</td>
</tr>
<tr>
<td>Review and apply the principles of animation</td>
<td>ICAGAM303A</td>
</tr>
<tr>
<td>Comply with organizational requirements for protection and use of intellectual property</td>
<td>BSBIPR301A</td>
</tr>
<tr>
<td>Identify and use current industry-specific technologies</td>
<td>ICAICT305A</td>
</tr>
<tr>
<td>Migrate to new technology</td>
<td>ICAICT306A</td>
</tr>
<tr>
<td>Configure and administer a network operating system</td>
<td>ICANWK303A</td>
</tr>
<tr>
<td>Incorporate video into multimedia presentations</td>
<td>ICPMM346C</td>
</tr>
<tr>
<td>Apply introductory programming techniques</td>
<td>ICAPRG301A</td>
</tr>
<tr>
<td>Splice and terminate optical fibre cable for carriers and service providers</td>
<td>ICTCBL2065A</td>
</tr>
<tr>
<td>Install, maintain and modify customer premises communications cabling: ACMA Restricted Rule</td>
<td>ICTCBL2136A</td>
</tr>
<tr>
<td>Apply safe technical work practices for cabling registration</td>
<td>ICTBWN3085A</td>
</tr>
<tr>
<td>Perform tests on optical communication system and components</td>
<td>ICTBWN3088A</td>
</tr>
<tr>
<td>Install optical fibre splitters in fibre distribution hubs</td>
<td>ICTBWN3090A</td>
</tr>
</tbody>
</table>

Training Package Skills Sets: * Hardware technician

Additional requirements to complete the ICA30111 Certificate III in Information, Digital Media and Technology will be provided during the course
Units 3 and 4 contribute to the ATAR score.

**Structured Workplace Learning (SWL)**
Students are required to complete five days of structured workplace learning in an IT environment. This is conducted out of school time. Placement is generally completed following the end of the Year 11 school year.

**Costs**
There are some TAFE enrolment and possible material charges associated with this certificate which will be payable at the commencement of each year of the program.

**Subject Selection**
Students wishing to enrol in this program must be aware that it is a two year program. Students are advised to consult with the VET IT Instructor prior to selecting this program.

**COURSE OUTLINE:**
Completion of VET ICA30111 to Certificate III level in Network Administration. This is a two year Vocational Education and Training Program that is able to contribute to the ATAR study score as one of the four best VCE studies. The program also provides students the opportunity to gain a nationally accredited certificate while they are still at school and provides pathways for employment or direct entry to other tertiary courses. The VET Certificate III Course at Mount Waverley Secondary College is conducted as a two year program in partnership with Holmesglen College of TAFE.

**ICA30111**
**Certificate III in Information, Digital Media and Technology (Partial Completion)**
Students will study the following VET units (please note competencies are subject to change and will not be confirmed until the commencement of each calendar year):

### Units 1 & 2 (2015)

<table>
<thead>
<tr>
<th>Code</th>
<th>Competencies</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHD304A</td>
<td>Participate effectively in WHS communication and consultative processes</td>
<td>30</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
<td>40</td>
</tr>
<tr>
<td>ICASAS301A</td>
<td>Run standard diagnostic tests</td>
<td>20</td>
</tr>
</tbody>
</table>

Choose a minimum of 90 nominal hours from the following Groups:

**Group A Applications**
- ICAICT203A Operate application software packages 60

**Group B Network administration**
- ICANWK304A Administer network peripherals 20

**Group C Support**
- ICASAS304A Provide basic system administration 20

Subtotal 90

Minimum total for Units 1 and 2 180

### Units 3 & 4 (2015)

<table>
<thead>
<tr>
<th>Code</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT301A</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>ICAICT302A*</td>
<td>Install and optimise operating system software</td>
</tr>
</tbody>
</table>
BSBSU301A  Implement and monitor environmentally sustainable work practices  40
ICASAS305A*  Provide IT advice to clients  40
ICASAS306A*  Maintain equipment and software  20
Choose a minimum of 60 hours from the Elective Bank  60

Minimum total for Units 3 and 4  200

### Elective Bank

<table>
<thead>
<tr>
<th>Core</th>
<th>Competencies</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICANWK301A</td>
<td>Provide network systems administration</td>
<td>60</td>
</tr>
<tr>
<td>ICAICT304A</td>
<td>Implement system software changes</td>
<td>40</td>
</tr>
<tr>
<td>ICANWK302A</td>
<td>Identify and resolve network problems</td>
<td>50</td>
</tr>
<tr>
<td>ICANWK305A</td>
<td>Install and manage network protocols</td>
<td>40</td>
</tr>
<tr>
<td>ICASAS307A*</td>
<td>Install, configure and secure a small office home office network</td>
<td>50</td>
</tr>
<tr>
<td>ICAICT303A*</td>
<td>Connect internal hardware components</td>
<td>20</td>
</tr>
</tbody>
</table>

Units 3 and 4 contribute to the ATAR score.

**Structured Workplace Learning (SWL)**

Students are required to complete five days of structured workplace learning in an IT environment. This is conducted out of school time. Placement is generally completed following the end of the Year 11 school year.

**Costs**

There are some TAFE enrolment and possible material charges associated with this certificate which will be payable at the commencement of each year of the program.

**Subject Selection**

Students wishing to enrol in this program must be aware that it is a **two year** program. Students are advised to consult with the VET IT Instructor prior to selecting this program.
Arts Pathways

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11 Units 1&amp;2</th>
<th>Year 12 Units 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>2D Art</td>
<td>3D Art</td>
<td>Studio Arts</td>
<td>Studio Arts</td>
</tr>
<tr>
<td></td>
<td>Vis Com</td>
<td></td>
<td>Units 1&amp;2</td>
<td>Units 3&amp;4</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Music</td>
<td>Drama</td>
<td>Music Units 1&amp;2</td>
<td>Music Units 3&amp;4</td>
</tr>
<tr>
<td>Media</td>
<td>Media &amp; Journalism</td>
<td>Media &amp; Animation</td>
<td>Media Units 1&amp;2</td>
<td>Media Units 3&amp;4</td>
</tr>
</tbody>
</table>
# English Pathways

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 9</th>
<th>Year 10 Block A</th>
<th>Year 10 Block C</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>PALS*</td>
<td>Mainstream English</td>
<td>Enhanced English #</td>
<td>Mainstream</td>
<td>Mainstream*</td>
</tr>
<tr>
<td>English Language</td>
<td>Mainstream English</td>
<td>Advanced English #</td>
<td>English Language (elective)</td>
<td>^English Language Units1&amp;2</td>
<td>&quot;English Language Units3&amp;4</td>
</tr>
<tr>
<td>English Literature</td>
<td>Mainstream English</td>
<td>English Literature (Units1&amp;2)</td>
<td>English Literature Units3&amp;4</td>
<td>English Literature Units1&amp;2</td>
<td>English Literature Units3&amp;4</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>English as an Additional Language (EAL)</td>
<td>~ English as an Additional Language (EAL) Units1&amp;2</td>
<td>~ English as an Additional Language (EAL) Units3&amp;4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Students with grades of DS2 or higher may be placed in Enhanced English as their Year 10 English units.
^It is strongly advised that students need to have grades of DS1 or better in Year 10 before they consider selecting English Language or English Literature in Year 11. This may be instead of or in addition to Mainstream English.
^To complete Year 12 English/EAL students must have satisfactorily completed one unit of Year 11 English or EAL.
^At Years 9 & 10 EAL is done in addition to either Essential, Mainstream or Enhanced English. At Year 11 & 12 students must meet requirements. Please see the EAL Coordinator to check eligibility. EAL is done instead of Essential, Mainstream or Enhanced English.
^Students who are in a Literacy class in Year 8 are strongly advised to select PALS as an elective in Year 9.
# Health and Physical Education Pathways

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block A</th>
<th>Year 10 Block C</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>Health &amp; PE Sport</td>
<td>Health &amp; Human Development Units 1&amp;2</td>
<td>Health &amp; Human Development Units 3&amp;4</td>
<td>Health &amp; Human Development Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Health &amp; PE Lifestyle</td>
<td>Health Elective</td>
<td>Physical Education Units 1&amp;2</td>
<td>Physical Education Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>PE Elective</td>
<td>Physical Education Units 1&amp;2</td>
<td>Physical Education Units 3&amp;4</td>
<td>Physical Education Units 3&amp;4</td>
</tr>
</tbody>
</table>
### Humanities Pathways

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11 Units 1&amp;2</th>
<th>Year 12 Units 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Politics</td>
<td>Tyrants, Terror and Total War</td>
<td>American History - Dream or Nightmare?</td>
<td>20th Century History Units1&amp;2**</td>
<td>History - Revolutions Units3&amp;4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>Law &amp; Order</td>
<td>Legal Studies Units1&amp;2</td>
<td>Legal Studies Units3&amp;4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current issues in Eco and Finance</td>
<td>Economics Units1&amp;2</td>
<td>Economics Units3&amp;4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Money Makes the World go round*</td>
<td>Accounting Units1&amp;2</td>
<td>Accounting Units3&amp;4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Management Units1&amp;2</td>
<td>Business Management Units3&amp;4</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Year 10 Geography</td>
<td>Geography Units1&amp;2</td>
<td>Geography Units3&amp;4</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Knowledge &amp; Reality</td>
<td>Philosophy Units1&amp;2</td>
<td>Philosophy Units3&amp;4</td>
<td></td>
</tr>
</tbody>
</table>

*Money makes the world go round
recommended prerequisite for Bus Man and Accounting

**20th Century History - completion of Year 10 History is recommended

***Politics Units1&2 Completion of Year 10 History/Politics is recommended

****Legal Studies Units1&2 completion of Law and Order is recommended

*****Economics Units1&2 completion of Year 10 Eco and Finance is recommended

Units 3&4 History, Economics, Accounting - completion of Units1&2 is strongly recommended.
Maths Pathways

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 9</th>
<th>Year 10 Block A</th>
<th>Year 11 Units 1&amp;2</th>
<th>Year 12 Units 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accelerated</td>
<td>Maths Methods Units 1&amp;2</td>
<td>Maths Methods Units 3&amp;4</td>
<td>Specialist Maths Unit 1</td>
</tr>
<tr>
<td>Advanced</td>
<td>Progressive*</td>
<td></td>
<td>Maths Methods Units 1&amp;2</td>
<td>Specialist Maths Units 3&amp;4</td>
</tr>
<tr>
<td>Mainstream</td>
<td>General</td>
<td></td>
<td>Maths Methods Units 1&amp;2</td>
<td>Maths Methods Units 3&amp;4</td>
</tr>
<tr>
<td>Essential</td>
<td>Standard</td>
<td></td>
<td>General Maths Units 1&amp;2</td>
<td>Further Maths Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Foundation Unit 1&amp;2 Life</td>
<td></td>
<td>Foundation Units 1&amp;2</td>
<td></td>
</tr>
</tbody>
</table>

Maths Pathways 7 to 12 – Common Pathways

- To select Progressive at Year 10, students must have averaged 80% or above in all assessment areas. Results come from Semester 2 Year 8 and Semester 1 Year 9. Students will be told if they can select this stream. All VCE streams have recommended levels of achievement for progression.
Science Pathways

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11 Units 1&amp;2</th>
<th>Year 12 Units 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>General Science</td>
<td>Psychology Units 1&amp;2</td>
<td>Psychology Units 1&amp;2</td>
<td>Psychology Units 3&amp;4</td>
</tr>
<tr>
<td>Psychology Focus</td>
<td>Science - Genetics &amp; Intro to Psychology</td>
<td>Biology, Units 1&amp;2</td>
<td>Biology Units 1&amp;2</td>
<td>Biology Units 3&amp;4</td>
</tr>
<tr>
<td>Biology Focus</td>
<td>Science - Genetics &amp; Atomic Chemistry</td>
<td>Science - Motion &amp; Atomic Chemistry</td>
<td>Chemistry Units 1&amp;2</td>
<td>Chemistry Units 3&amp;4</td>
</tr>
<tr>
<td>Chemistry Focus</td>
<td>Science - Electromagnetism &amp; Reactive Chemistry</td>
<td></td>
<td>Physics Units 1&amp;2</td>
<td>Physics Units 3&amp;4</td>
</tr>
<tr>
<td>Physics Focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You are unable to choose the following pairs of subjects:
Science - Genetics and Intro to Psychology and Science - Genetics and Atomic Chemistry
Science - Genetics and Atomic Chemistry and Science - Motion and Atomic Chemistry

* Doing a VCE subject after completing only General Science is not a recommended pathway
Technology Pathways: Information Technology and Materials and Systems Engineering

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT Multimedia</td>
<td>IT Units1&amp;2</td>
<td>IT Units3&amp;4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3D Design &amp; Prototyping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT Programming</td>
<td>VET IT</td>
<td></td>
</tr>
<tr>
<td><strong>Materials &amp; Systems Engineering</strong></td>
<td>Systems Electronics</td>
<td>Design &amp; Production Technology Wood Units1&amp;2</td>
<td>Systems Engineering Units3&amp;4</td>
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Technology Pathways: Food and Textiles