Year 10 Handbook
2017
CONTENTS

INFORMATION
Middle School Team 2016 4
Contact Information - Teaching and Learning Leaders 4
A Message from Head of Middle School 5
Curriculum 6
Enhancement 7
Year 10 Enhancement subjects 7
Homework 8
Examinations 8
Programs and Camps 9
Year 10 Work Experience 9
Year 10 Careers Program 9
Material Charges for Subjects 10
Handy Chart for Subject Selection 11

SUBJECTS
Group A
Enhancement English 12
Mainstream English 12
Progressive Mathematics 13
General Mathematics 13
Standard Mathematics 14
Life Mathematics 14
Mathematical Methods Units 1 & 2 15
General Mathematics Units 1 & 2 15
Foundation Mathematics Units 1 & 2 16
Health and Physical Education - Lifestyle 17
Health and Physical Education - Sport 17

Group B
Commerce – Law and Order 18
Commerce – Current Issues in Economics and Finance 18
Commerce – Money Makes the World Go Round 19
History - Tyrants, Terror, Total War 20
American History - Dream or Nightmare? 20
Science - Natural Selection & Evolution and Atomic Chemistry 21
Science - Motion and Atomic Chemistry 21
Science - Genetics and Introduction to Psychology 22
Science - Electromagnetism and Reactive Chemistry 22

Group C
Year 10 Literature 23
English as an Additional Language (EAL) 23
Health and Human Development Elective 24
Physical Education Elective 24
Rights and Freedoms 25
Geography 25
Philosophy - Knowledge, Reality and Morality 26
ICT – Multimedia and Web Design 27
ICT - Computer Programming and Networking 27
Systems Engineering Electronics 28
3D Design and Prototyping 28
Design and Production - Wood 29
Love to Eat 30
Café Culture 30
Tantalizing Textiles 31
Japanese A & B 32
German A & B 33
2D Art 34
3D Art 34
Visual Communication 35
Media and Animation 36
Media and Journalism 36
Drama 37
Music 37

VCE Subjects
Biology Units 1 & 2 38
Business Management Units 1 & 2 39
Food Studies Units 1 & 2 40
Geography Units 1 & 2 41
Health and Human Development Units 1 & 2 42
Japanese and German Units 1 & 2 43
Media Units 1 & 2 44
Physical Education Units 1 & 2 45
Psychology Units 1 & 2 46
Systems Engineering Unit 1 & 2 47
VCE/VET Hospitality 48
VCE/VET Information Technology 50

Pathways
Arts Pathway 52
English Pathway 53
Health and Physical Education Pathway 54
Humanities Pathway 55
Mathematics Pathway 56
Science Pathway 57
Technology Pathways: Information Technology and Materials and Systems Engineering 58
Technology Pathways: Food and Textiles 59
MIDDLE SCHOOL TEAM 2016

HEAD OF MIDDLE SCHOOL: Mr Matt Sheehan
MIDDLE SCHOOL LEADER: Ms Sarsha Brighton
YEAR 9 COORDINATORS: Mrs Justine Smith
Mr Angus Krezel
YEAR 10 COORDINATORS: Ms Kaye Gibson
Mr Anthony Borya
MIDDLE SCHOOL SUPPORT: Mrs Colleen Pritchard
HEAD OF CURRICULUM: Ms Kristen Le Gassick

*The 2017 Middle School Team and structure will be confirmed mid Term 4 2016

- 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 Key Learning Area Leaders or their representative can be contacted by email and must give approval if you want to do an Enrichment or VCE unit:

2016 Teaching and Learning Leaders – Contact email addresses

English
Ms Trish Bennett
ben@mwsc.vic.edu.au

Mathematics
Mrs Amanda Sfindilis Reed
ree@mwsc.vic.edu.au

Science
Miss Lauren Kelly
kel@mwsc.vic.edu.au

Humanities
Miss Ellen Sawyer
saw@mwsc.vic.edu.au

Languages
Dr Les Mullins
mls@mwsc.vic.edu.au

The Arts
Ms Rosemary McGinley
mcg@mwsc.vic.edu.au

Technology
Mr Ian Davidson
dav@mwsc.vic.edu.au

Health/PE
Mr Sam Millar
mil@mwsc.vic.edu.au

Careers
Mrs Stephanie Thomas
tho@mwsc.vic.edu.au

VET
Mrs Lyn Luongo
luo@mwsc.vic.edu.au
Welcome to Year 10 in 2017. 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, in 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 2017. 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 2017 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.

Mr Matt Sheehan
Head of Middle School
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 (HPE) and a choice of one semester of either Science, History or Commerce. The remaining six semester units are electives 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 on college website). 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>Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5 periods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 periods</td>
</tr>
<tr>
<td>HPE/History/Commerce/Science</td>
<td>5 periods</td>
</tr>
<tr>
<td>Elective 1</td>
<td>5 periods</td>
</tr>
<tr>
<td>Elective 2</td>
<td>5 periods</td>
</tr>
<tr>
<td>Elective 3</td>
<td>5 periods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5 periods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 periods</td>
</tr>
<tr>
<td>HPE/History/Commerce/Science</td>
<td>5 periods</td>
</tr>
<tr>
<td>Elective 4</td>
<td>5 periods</td>
</tr>
<tr>
<td>Elective 5</td>
<td>5 periods</td>
</tr>
<tr>
<td>Elective 6</td>
<td>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 (see page 11). There are eight faculties which students may choose subjects from: English, Mathematics, Science, Humanities, Health and Physical Education, Languages, The Arts and Technology.

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.

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

<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 Mathematics
|                            | • 1 semester (unit) of Health and Physical Education (HPE) |
| Group B                    | Students must study at least one semester (unit) of one Group B subject.
|                            | 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.
|                            | Note: Languages, English as an Additional Language and VCE subjects will usually be studied as a Unit 1 & 2 sequence therefore this will count as two choices. |
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.

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 Mathematics) 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 subschool management team before the final list is announced prior to the end of the year.

Final selection is determined with the 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 Mathematics
• Geography
• General Mathematics **
• Health and Human Development
• Japanese
• Mathematical Methods ***
• Media
• Physical Education
• Psychology
• Systems Technology (Electronics)
• VET Hospitality
• VET ICT

Students may be able to access other VCE subjects or may wish to study more than one VCE subject, with approval from the Head of Senior School.

** Accelerated students choosing General Mathematics must also choose Progressive Mathematics.

*** Students who have successfully completed the Accelerated Mathematics 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 Years 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 (eg: mathematics exercises; spelling; reading)
- Preparatory exercises (eg: pre-reading, completion of unfinished work; study and review for tests and examinations)
- Extension exercises (eg: research assignments)

While the amount of homework can vary through the year it is generally expected that Year 10 students 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 student 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.

See the college Homework Policy.

Examinations

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.

See the college Examination Policy.
Programs and Camps

Year 10 students attend a camp during the third week of Term 1. All students are expected to participate in the camps program.

A THREE DAY CAMP AT PHILLIP ISLAND

Year 10 students attend a three day camp at Phillip Island. The camp provides an opportunity for students to interact and strengthen relationships with other students and staff through a range of activities. The camp also provides study, time management and other workshops to support students in the academic program.

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, during 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
## MATERIAL CHARGES FOR SUBJECTS

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT</th>
<th>GROUP</th>
<th>MATERIALS CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td>2D Art</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>3D Art</td>
<td>C</td>
<td>$40</td>
</tr>
<tr>
<td></td>
<td>Visual Communications</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Media and Animation</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Media and Journalism</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Media Units 1 &amp; 2</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Enhancement English</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>English Mainstream</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>English as an Additional Language</td>
<td>C</td>
<td>$70</td>
</tr>
<tr>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
<td>Health and Physical Education (Lifestyle)</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education (Sport)</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Physical Education Elective</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Health and Human Development Elective</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Health and Human Development Units 1 &amp; 2</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Physical Education Units 1 &amp; 2</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td>Commerce - Law and Order</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Commerce - Current Issues in Economics and Finance</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>History - Tyants, Terror and Total War</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>History - American History - Dream or Nightmare?</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Rights and Freedoms</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Philosophy – Knowledge and Reality and Morality</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Business Management Units 1 &amp; 2</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>Geography Units 1 &amp; 2</td>
<td>C</td>
<td>$30</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td>Japanese A &amp; B</td>
<td>C</td>
<td>$30 each</td>
</tr>
<tr>
<td></td>
<td>German A &amp; B</td>
<td>C</td>
<td>$30 each</td>
</tr>
<tr>
<td></td>
<td>Japanese and German Units 1 &amp; 2</td>
<td>C</td>
<td>$30 each</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Progressive Mathematics</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>General Mathematics</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Standard Mathematics</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Life Mathematics</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>General Mathematics Units 1 &amp; 2</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Foundation Mathematics Units 1 &amp; 2</td>
<td>A</td>
<td>$20</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Science - Natural Selection and Evolution and Atomic Chemistry</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>Science - Electromagnetism and Reactive Chemistry</td>
<td>B</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Psychology Units 1 &amp; 2</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Biology Units 1 &amp; 2</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>IT - Multimedia and Web Design</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>IT - Computer Programming and Networking</td>
<td>C</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Systems Engineering - Electronics</td>
<td>C</td>
<td>$80</td>
</tr>
<tr>
<td></td>
<td>3D Design &amp; Prototyping</td>
<td>C</td>
<td>$40</td>
</tr>
<tr>
<td></td>
<td>Design and Production – Wood</td>
<td>C</td>
<td>$80</td>
</tr>
<tr>
<td></td>
<td>Love to Eat</td>
<td>C</td>
<td>$85</td>
</tr>
<tr>
<td></td>
<td>Café Culture</td>
<td>C</td>
<td>$85</td>
</tr>
<tr>
<td></td>
<td>VCE/VET Hospitality</td>
<td>C</td>
<td>Approx. $560 TBA</td>
</tr>
<tr>
<td></td>
<td>VCE/VET Information Technology</td>
<td>C</td>
<td>Approx. $560 TBA</td>
</tr>
<tr>
<td></td>
<td>Food Studies Units 1 &amp; 2</td>
<td>C</td>
<td>$170</td>
</tr>
<tr>
<td></td>
<td>Tantalizing Textiles</td>
<td>C</td>
<td>$40 plus varies on design</td>
</tr>
<tr>
<td></td>
<td>Systems Engineering Units 1 &amp; 2</td>
<td>C</td>
<td>$80</td>
</tr>
</tbody>
</table>
# HANDY CHART FOR SUBJECT SELECTION

**GROUP A**
You must choose at least 5 units
(2 English, 2 Mathematics, 1 Health/PE)

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th><strong>Unit Value</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement English</td>
<td>2</td>
</tr>
<tr>
<td>English Mainstream</td>
<td>2</td>
</tr>
</tbody>
</table>

**GROUP B**
You must choose at least 1 unit
(these units can also be chosen instead of Group C electives)

<table>
<thead>
<tr>
<th>TECHNOLGY</th>
<th><strong>Unit Value</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia &amp; Web Design Computer Programming &amp; Networking</td>
<td>1</td>
</tr>
<tr>
<td>VET IT</td>
<td>2</td>
</tr>
</tbody>
</table>

**GROUP C ‘ELECTIVES’**
Choose up to 6 units from Group C or Group B
(Languages, EAL, VCE subjects count as 2 choices)

<table>
<thead>
<tr>
<th>GROUP C</th>
<th><strong>Unit Value</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>1</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>2</td>
</tr>
</tbody>
</table>

**EXPLANATION**
- 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 B/C Units.
- All VCE Units 1 & 2 must be studied as a sequence = 2 choices/semesters (Languages, EAL = 2 choices/semesters).
- Subjects in **bold** are VCE Unit 1 & 2 subjects.
GROUP A SUBJECTS

English

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.

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 ENHANCES LEARNING IN:
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
• Examination

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.

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 ENHANCES LEARNING IN:
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
• Examination
GROUP A SUBJECTS
Mathematics

Progressive Mathematics

SUBJECT DESCRIPTION:
Progressive Mathematics aims to provide the best possible preparation for Year 10 students who may wish to progress to Mathematical Methods (CAS) and/or Specialist Mathematics 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.

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

VCE SUBJECT LINKS:
Mathematical Methods Units 1 & 2, Specialist Mathematics

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 Mathematics

SUBJECT DESCRIPTION:
General Mathematics aims to provide students with the necessary knowledge and skills for those who wish to progress to Mathematical Methods (CAS) and/or Mathematics General Standard Units 1 & 2 and are not sure as to what area of Mathematics 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.

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, General Mathematics Units 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
• Examination
GROUP A SUBJECTS
Mathematics continued...

**Standard Mathematics**

SUBJECT DESCRIPTION:
For students who want to do VCE Mathematics General Standard at Year 11 only (not Mathematical Methods or Specialist Mathematics). 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 mathematical 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.

PREREQUISITES:
Students need at least a 50% average across basic skills and applications in a Year 9 Mathematics. Students must also possess a Texas Ti Nspire CAS CX calculator.

VCE SUBJECT LINKS:
Mathematics General Standard Units 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
- Examination

**Life Mathematics**

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.

PREREQUISITES:
Students must have completed Year 9 Essential or higher.

VCE SUBJECT LINKS:
VCE Foundation Mathematics and any VCE subject requiring basic numeracy skills

THIS SUBJECT ENHANCES LEARNING IN:
Subjects requiring basic numeracy

ASSESSMENT:
- Basic skills
- Problem solving
- Examination
GROUP A SUBJECTS
Mathematics continued...

Mathematical Methods Units 1 & 2

COURSE OUTLINE:
Over the course of Units 1 & 2, students study:

**Functions and Graphs**: function notation, interpretation of key features of graphs of functions, transformations and inverse functions, polynomial, circular, exponential and logarithmic functions

**Algebra**: roots, factorisation, solving quadratic, cubic and trigonometric equations, index and logarithm laws

**Calculus**: derivative as gradient, differentiating by rule and from first principles, rates of change, maximum and minimum, anti-differentiation, motion graphs

**Probability and Statistics**: Independence, mutually exclusive events, addition rule, multiplication rule, conditional probability

Unit 1

ASSESSMENT:
1. Basic skills
2. Analysis
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 2

ASSESSMENT:
1. Basic skills
2. Application and problem solving
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

General Mathematics Units 1 & 2

COURSE OUTLINE:
Over the course of Units 1 & 2, students study:

**Algebra and structure**: linear relations and equations.

**Arithmetic and Number**: computation and practical arithmetic, financial arithmetic

**Discrete mathematics**: matrix arithmetic and applications, number patterns and recursion

**Geometry, measurement and Trigonometry**: shape and measurement, geometry in two and three dimensions, trigonometric ratios and their applications

**Graphs of linear and non-linear relations**: linear graphs and modelling, sketching and interpreting graphs, inequalities and linear programming

**Statistics**: univariate and bivariate data, sampling

Unit 1

ASSESSMENT:
1. Basic skills
2. Application and problem solving
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 2

ASSESSMENT:
1. Basic skills
2. Application and problem solving
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.
GROUP A SUBJECTS
Mathematics continued...

Foundation Mathematics 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 able 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.

PREREQUISITES:
Students must have successfully completed Year 9. 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
• Examination
GROUP A SUBJECTS

Health and Physical Education

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
• 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.)
• respectful relationships

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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
Health and Human Development Units 1 - 4
Physical Education Units 1 - 4

THIS SUBJECT ENHANCES LEARNING IN:
Nil

ASSESSMENT:
• Examination
• Participation
• Skills - movement and strategies
• Class work/project
• Topic tests

SUBJECT CHARGE: $20

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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
Health and Human Development Units 1 - 4
Physical Education Units 1 - 4

THIS SUBJECT ENHANCES LEARNING IN:
Nil

ASSESSMENT:
• Examination
• Participation
• Skills - movement and strategies
• Class work/project
• Topic tests

SUBJECT CHARGE: $20
GROUP B SUBJECTS

Humanities - Commerce

Commerce - Law and Order

SUBJECT DESCRIPTION:
The ideal course for students keen to develop their knowledge and skills in the areas of modern Australian politics, legal studies and human rights from a local, national and global point of view. They will learn to develop their own opinions in relation to social and legal issues. 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.

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

VCE SUBJECT LINKS:
VCE Legal Studies and Politics

ASSESSMENT:
- Examination
- 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 through the share market. 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!

PREREQUISITES:
Satisfactory completion of Year 9

VCE SUBJECT LINKS:
VCE Economics and Accounting

ASSESSMENT:
- Examination
- Tests
- Assignments and case studies
GROUP B SUBJECTS

Humanities - Commerce continued...

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.

PREREQUISITES:
Satisfactory completion of Year 9

VCE SUBJECT LINKS:
VCE Business Management primarily; can be used as a pathway to Economics and Accounting

ASSESSMENT:
- Examination
- Topic tests
- Assignments
GROUP B SUBJECTS

Humanities - History

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.

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

VCE SUBJECT LINKS:
VCE History, Legal Studies and Politics

THIS SUBJECT ENHANCES LEARNING IN:
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
- Examination

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.

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

VCE SUBJECT LINKS:
VCE History, Legal Studies and Politics

THIS SUBJECT ENHANCES LEARNING IN:
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 or written sources and documents
- Tests
- Examination
GROUP B SUBJECTS

Science

Science – Natural Selection and Evolution and Atomic Chemistry

SUBJECT DESCRIPTION:
This subject prepares students for the successful study of VCE Biology and Chemistry.

The Natural Selection and Evolution Unit:
In this unit you will study:
• the processes of natural selection
• biodiversity as a function of evolution
• changes caused by natural selection in particular population as a result of selective pressure
• relationships between genetic characteristics and survival and reproduction rates
• evaluate evidence for evolution

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

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
Preparation for Biology Units 1 & 2 and Chemistry Units 1 & 2

THIS SUBJECT ENHANCES LEARNING IN:
A more detailed understanding of the science of natural selection and evolution and matter

ASSESSMENT:
• Examination
• Tests
• Practical work
• Assignments

SUBJECT CHARGE: $20

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

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
Preparation for Chemistry Units 1 & 2 and Physics Units 1 & 2

THIS SUBJECT ENHANCES LEARNING IN:
A more detailed understanding of the science of living things

ASSESSMENT:
• Examination
• Tests
• Practical work
• Assignments

SUBJECT CHARGE: $20
GROUP B SUBJECTS

Science continued...

Science - Genetics and Introduction to Psychology

SUBJECT DESCRIPTION:
This subject prepares students for the successful study of VCE Biology and Psychology.

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 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

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
Preparation for Biology Units 1 & 2 and Psychology Units 1 & 2

THIS SUBJECT ENHANCES LEARNING IN:
An improved understanding of the science of genetics and the human brain

ASSESSMENT:
• Examination
• Tests
• Practical work
• Assignments

SUBJECT CHARGE: $20

Science – Electromagnetism and Reactive Chemistry

SUBJECT DESCRIPTION:
Is recommended for students with a high interest in 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)

PREREQUISITES:
Nil. But it is strongly recommended this unit is studied along with one of the units containing Atomic Chemistry

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

THIS SUBJECT ENHANCES LEARNING IN:
Topics studied in VCE Mathematical Methods and Specialist Mathematics

ASSESSMENT:
• Examination
• Tests
• Practical work
• Assignments

SUBJECT CHARGE: $20
GROUP C SUBJECTS

English

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.

PREREQUISITES:
Minimum of a DS2 average in Year 9 English

VCE SUBJECT LINKS:
This subject is a useful introduction to VCE Literature

THIS SUBJECT ENHANCES LEARNING IN:
VCE Literature in particular but would also support VCE English.

ASSESSMENT:
• Practical work
• Topic tests
• Assignment
• Examination

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.

VCE SUBJECT LINKS:
This subject is highly recommended for VCE EAL

ASSESSMENT:
• Tasks completed in this subject will be combined with English results
GROUP C SUBJECTS

Health and Physical Education (PE)

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 Group A subject.

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

PREREQUISITES:
CR in Year 9 Health

VCE SUBJECT LINKS:
Health and Human Development Units 1 – 4

ASSESSMENT:
• Examination
• Topic tests
• Assignments

SUBJECT CHARGE: $20

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 Group A subject.

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

PREREQUISITES:
Satisfactory completion of Year 9 Physical Education, pass in Year 9 Science is recommended

VCE SUBJECT LINKS:
Physical Education Units 1, 3 & 4

ASSESSMENT:
• Examination
• Topic tests
• Movement skills and tactics
• Sports injuries

SUBJECT CHARGE: $20
GROUP C SUBJECTS

Humanities

Rights and Freedoms

SUBJECT DESCRIPTION:
This course introduces students to the concept of rights and freedoms, as originally guaranteed through the United Nations Declaration of Human Rights (1948), and how key social groups challenged for recognition of their rights. Case studies of Aboriginal Australians and South Africa’s apartheid regime will be examined.

PREREQUISITES:
Satisfactory completion of Year 9

VCE SUBJECT LINKS:
VCE History, Politics and Legal Studies

THIS SUBJECT ENHANCES LEARNING IN:
This subject will also support students in developing skills of reasoning, analysis, 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
• Examination

Geography

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

Students will investigate environmental change and management, with a case study on coasts. They will examine the features of coasts and coastal environments. This includes field work at a Victorian beach. Students will also investigate the causes and impacts of different living conditions for people around the world, with a focus on issues of globalisation and producing relevant maps and graphs at local, regional and global scales.

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:
Geography Units 1 & 2

ASSESSMENT:
• Classwork focused on Geospatial skills and knowledge strands
• Global issues presentation
• Coast fieldwork and fieldtrip report
• Examination

SUBJECT CHARGE: $30
GROUP C SUBJECTS

Humanities continued...

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?

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

VCE SUBJECT LINKS:
VCE Philosophy

ASSESSMENT:
- Research task
- Analysis of documents
- Essays
- Short and extended questions
GROUP C SUBJECTS

Technology

ICT – Multimedia and Web Design

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 and websites 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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
VCE Information Technology
VCE Media
VCE Photography
VCE Visual Communications

THIS SUBJECT ENHANCES LEARNING IN:
Folio subjects in The Arts and Technologies

ASSESSMENT:
• Examination
• Practical work
• Topic tests
• Assignments

SUBJECT CHARGE: $20

ICT - Computer Programming and Networking

SUBJECT DESCRIPTION:
Students learn the theory and methods of networking and 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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
VCE Visual Communications
VCE Information Technology
VET Information Technology
VCE Media

THIS SUBJECT ENHANCES LEARNING IN:
Folio subjects in The Arts and Technologies

ASSESSMENT:
• Examination
• Practical work
• Topic tests
• Assignments

SUBJECT CHARGE: $20
GROUP C SUBJECTS
Technology continued...

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.

PREREQUISITES:
Nil, 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 ENHANCES LEARNING IN:
Folio subjects in The Arts and Technologies

ASSESSMENT:
• Examination
• Practical work
• Folio of work
• Topic tests
• Assignments

SUBJECT CHARGE: $80

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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
VCE Product Design and Technology Units 1 - 4
VCE Systems Engineering Units 1 - 4

THIS SUBJECT ENHANCES LEARNING IN:
Folio subjects in The Arts and Technologies

ASSESSMENT:
• Examination
• Practical work
• Folio of work
• Topic tests
• Assignments

SUBJECT CHARGE: $40
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.

PREREQUISITES:
Nil, 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 ENHANCES LEARNING IN:
Folio subjects in The Arts and Technologies

ASSESSMENT:
• Examination
• Practical work
• Folio of work
• Topic tests
• Assignments

SUBJECT CHARGE: $80
GROUP C SUBJECTS

Technology - Food

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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
VCE Food and Technology Units 1 - 4

THIS SUBJECT ENHANCES LEARNING IN:
Technologies

ASSESSMENT:
• Examination
• Practical work
• Topic tests
• Assignments

SUBJECT CHARGE: $85

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 cafés 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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
VCE Food and Technology Units 1 - 4

THIS SUBJECT ENHANCES LEARNING IN:
Technologies

ASSESSMENT:
• Examination
• Practical work
• Assignments

SUBJECT CHARGE: $85
GROUP C SUBJECTS
Technology - Textiles

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.

PREREQUISITES:
Nil

VCE SUBJECT LINKS:
VCE Product Design and Technology Units 1 - 4

THIS SUBJECT ENHANCES LEARNING IN:
Folio subjects in The Arts and Technologies

ASSESSMENT:
• Examination
• Practical work
• Folio of work
• Topic Tests
• Assignments

SUBJECT CHARGE: $40 (varies with materials)
GROUP C SUBJECTS

Languages

**Japanese A**

SUBJECT DESCRIPTION:
Japanese A will cover language related to living in Japan. In particular, this unit will focus on dining, travel, 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.

PREREQUISITES:
Satisfactory completion of Year 9 Japanese with a P2 for comprehension and speaking tasks, together with a CR2 average for writing tasks. Students with background language skills may be exempt from these prerequisites, subject to discussion with the Teaching and Learning Leader.

VCE SUBJECT LINKS:
Units 1 & 2 Japanese

THIS SUBJECT ENHANCES LEARNING IN:
Subjects that require a high level of literacy skills, knowledge of the 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. There will also 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 inter-cultural knowledge and understanding research project.

SUBJECT CHARGE: $30

**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 the 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.

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

VCE SUBJECT LINKS:
Units 1 & 2 Japanese

THIS SUBJECT ENHANCES LEARNING IN:
Subjects that require a high level of literacy skills, knowledge of the 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. There will also 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 inter-cultural knowledge and understanding research project.

SUBJECT CHARGE: $30
GROUP C SUBJECTS
Languages continued...

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.

PREREQUISITES:
Satisfactory completion of Year 9 German with a P2 for comprehension and speaking tasks, together with a CR2 average for writing tasks. Students with background language skills may be exempt from these prerequisites, subject to discussion with the Teaching and Learning Leader.

VCE SUBJECT LINKS:
Units 1 & 2 German

THIS SUBJECT ENHANCES LEARNING IN:
Subjects that require a high level of literacy skills and knowledge of the 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. There will also be topic tests, assignments and workbook collection.
• An examination: that examines knowledge of the grammar required for use across all 3 outcomes.

SUBJECT CHARGE: $30

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 the German culture. This unit will focus on social issues, arts and entertainment as well as being able to communicate on the topic of ‘aspirations’.

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:
Units 1 & 2 German

THIS SUBJECT ENHANCES LEARNING IN:
Subjects that require a high level literacy skills and knowledge of the 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. There will also be topic tests, assignments and workbook collection.
• An examination: that examines knowledge of the grammar required for use across all 3 outcomes.

SUBJECT CHARGE: $30
GROUP C SUBJECTS

The Arts - Art

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 the 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.

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

VCE SUBJECT LINKS:
VCE Studio Arts – 2D / 3D

THIS SUBJECT ENHANCES LEARNING IN:
VCE Studio Arts – 2D / 3D
VCE Visual Communication and Design

ASSESSMENT:
• Art history study
• Visual analysis
• Skill development folio
• Folio of finished work
• Examination

SUBJECT CHARGE: $20

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 the 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.

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

VCE SUBJECT LINKS:
VCE Studio Arts – 2D / 3D

THIS SUBJECT ENHANCES LEARNING IN:
VCE Studio Arts – 2D / 3D
VCE Visual Communication and Design
VCE Studio Arts – Photography

ASSESSMENT:
• Art history study
• Visual analysis
• Skill development folio
• Folio of finished work
• Examination

SUBJECT CHARGE: $40
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.

PREREQUISITES:
A satisfactory pass in Year 8 or 9 Visual Communication

VCE SUBJECT LINKS:
VCE Visual Communication and Design

THIS SUBJECT ENHANCES LEARNING IN:
VCE Visual Communication and Design
VCE Studio Arts – Photography
VCE Studio Arts - 2D / 3D

ASSESSMENT:
• Skill development folio
• Folio of finished work
• Topic tests
• Examination

SUBJECT CHARGE: $20
## Group C Subjects

### The Arts - Media

#### Media and Animation

**Subject Description:**
The future employment for most of our students will be multi-skilled, digital and creative. 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 literacy is developed as students 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.

**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 Enhances Learning In:**
- VCE Studio Arts – Photography
- VCE English
- VCE Drama

**Assessment:**
- Production design folios
- Film and animation productions
- Topic tests
- Examination

**Subject Charge:** $30

#### 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.

**Prerequisites:**
A satisfactory pass in Year 9 English.

**VCE Subject Links:**
- VCE Media

**This Subject Enhances Learning In:**
- VCE Media
- VCE English
- VCE Studio Arts - Photography

**Assessment:**
- Production design folios
- Documentary film and tabloid news productions
- Topic tests
- Examination

**Subject Charge:** $30
GROUP C SUBJECTS
The Arts - Drama & Music

Drama

SUBJECT DESCRIPTION:
You’re up, you’re lively, you’re interacting, creating and performing – that is Year 10 Drama. Do 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 in the evening. 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.

PREREQUISITES:
A satisfactory pass in Year 8 or 9 Drama

VCE SUBJECT LINKS:
VCE Drama

THIS SUBJECT ENHANCES LEARNING IN:
VCE Media
VCE English
VCE Music

ASSESSMENT:
- Performance examination
- Written examination
- Folio/journal
- Analysis and evaluation of a performance

SUBJECT CHARGE: $30

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.

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 ENHANCES LEARNING IN:
VCE Media, VCE Drama

ASSESSMENT:
- Theory and aural tests
- Elements of music, definitions and application
- Ensemble performance involving composition and arrangement
- Examination
- Weekly performance workshop (solo performance)

SUBJECT CHARGE: $20
GROUP C VCE SUBJECTS

Biology Units 1 & 2

Unit 1: How do living things stay alive?

COURSE OUTLINE:
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs.

ASSESSMENT:
1. Practical activities
2. Tests
3. Student designed investigation
4. Examination

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

Unit 2: How is the continuity of life maintained?

COURSE OUTLINE:
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

ASSESSMENT:
1. Practical activities
2. Tests
3. Investigation of an issue
4. Examination

OUTCOMES:
1. Compare advantages and disadvantages of asexual and sexual reproduction, understand the impact the cell cycle may have on cellular function and identify the role of stem cells.
2. An understanding of genetics including: patterns of inheritance, pedigree charts, outcomes of genetic crosses and the implications of genetic screening.
3. Investigate and communicate a response to a question related to an issue in genetics or reproductive science.

SUBJECT CHARGE: $20
GROUP C VCE SUBJECTS

Business Management Units 1 & 2

Unit 1: Planning a Business Assessment Tasks

COURSE OUTLINE:
Business Management Units 1 & 2 is a study of small business in Australia.
Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

ASSESSMENT:
1. Test – the business idea
2. Test – external environment
3. Test – internal environment
4. Examination

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

Unit 2: Establishing a Business

COURSE OUTLINE:
Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

ASSESSMENT:
1. Test – legal requirements and financial considerations
2. Test – marketing a business
3. Test – staffing a business
4. Examination

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

Unit 1 - Food Origins

COURSE OUTLINE:

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

ASSESSMENT TASKS:

1. Written tasks
2. Practical work
3. Examination

OUTCOMES:

1. Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
2. Describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2 - Food Makers

COURSE OUTLINE:

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

ASSESSMENT TASKS:

1. Written tasks
2. Practical work
3. Examination

OUTCOMES:

1. Describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
2. Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

SUBJECT CHARGE: $170
GROUP C VCE SUBJECTS

Geography Units 1 & 2

Unit 1: Hazards and disasters

COURSE OUTLINE:
In this unit students investigate geographical, hydrological, biological or technological hazards and the responses to these hazards.

Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.

Students investigate how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

ASSESSMENT:
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

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

Unit 2: Tourism

COURSE OUTLINE:
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

The growth of tourism at local, regional and global scales requires careful management to ensure environmentally sustainable and economically viable tourism.

ASSESSMENT:
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

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

Health and Human Development

Unit 1: The health and development of Australia’s youth

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.

ASSESSMENT:
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

COURSE OUTLINE:
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 affect health are investigated, including advances in technology and alternative health.

ASSESSMENT:
1. Written response / case study
2. Extended response
3. 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 and German Units 1 & 2

COURSE OUTLINE:
The areas of study for Units 1 & 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 will undertake. 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:
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. Give expression to real or imaginary experience in written or spoken form.

UNIT 2 ASSESSMENT:
1. Formal letter/fax/email/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, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

SUBJECT CHARGE: $30
GROUP C VCE SUBJECTS

Media Units 1 & 2

Unit 1: Representation and technologies of representation

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.

ASSESSMENT:
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

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

ASSESSMENT:
1. Oral presentation
2. Production design plan
3. Film production
4. Australian media organisation analysis
5. Examination

OUTCOMES:
1. Explain the media production process.
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.

SUBJECT CHARGE: $70
GROUP C VCE SUBJECTS

Physical Education Units 1 & 2

Unit 1: The human body in motion

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 explore a range of performance enhancing practices and consider the sociocultural influences on the use of legal and illegal practices.

ASSESSMENT:
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: Physical activity, sport and society

COURSE OUTLINE:
In Unit 2 students reflect on a variety of different forms of the physical activity. They use theoretical models and measurement techniques to analyse the amount of physical activity and the sociocultural and environmental influences on physical activity behaviour. Students perform a major investigation into contemporary issues related to physical activity behaviour.

ASSESSMENT:
1. Written report
2. Test
3. Laboratory report
4. Examination
5. Presentation

OUTCOMES:
1. Describe how the body systems interact during physical activity.
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.
GROUP C VCE SUBJECTS

Psychology Units 1 & 2

Unit 1: How are behaviour and mental processes shaped?

COURSE OUTLINE:
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

ASSESSMENT:
1. Assessment tasks chosen from:
   - Report of a practical activity, research investigation, brain structure modelling activity, logbook of practical activities, analysis of data/results, media analysis/response, problem solving involving concepts, test, reflective learning journal/blog, research report, exam
2. Student directed research investigation

OUTCOMES:
1. Describe how understanding of brain structure and function has changed over time; explain how different areas of the brain coordinate different functions; and how brain plasticity and damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Unit 2: How do external factors influence behaviour and mental processes?

COURSE OUTLINE:
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

ASSESSMENT:
1. Selected from the list above
2. Student directed practical investigation

OUTCOMES:
1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Able to design and undertake a practical investigation related to external influences on behaviour.
GROUP C VCE SUBJECTS

Systems Engineering Unit 1 & 2

Unit 1: Mechanical Engineering Fundamentals

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.

ASSESSMENT:
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.
3. Analyse a technological system in terms of its operation, function, energy use and social and environmental implications.

Unit 2: Electrotechnology Engineering Fundamentals

COURSE OUTLINE:
In 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.

ASSESSMENT:
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.

SUBJECT CHARGE: $80
MOUNT WAVERLEY SECONDARY COLLEGE

VCE/VET HOSPITALITY

Catering Operations & Kitchen Operations

SIT31013 Certificate III in Catering Operations

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. As a Year 10/11 VCE subject you can 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 & 4 in either or both front of house aspects or kitchen operations streams with Catering Operations Units 3 & 4 or Kitchen Operations Units 3 & 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 & 2 at Year 10 or Year 11 and the following year continue with the Unit 3 & 4 in either or both streams. You could pick up Units 1 & 2 in Year 10, complete one Unit 3 & 4 Hospitality stream in Year 11 and the other Unit 3 & 4 in Kitchen Operations in Year 12. All Units 3 & 4 have scored assessment and can contribute as one of best four subjects in your ATAR calculation and allow you to gain two nationally accredited certificates while you are at school.

Please Note: Venues for Units 3 & 4 Hospitality and Kitchen Operations stream for 2017 to be confirmed through IMVC at a later date.

A MATERIALS CHARGE OF APPROX. $560 APPLIES TO THESE UNITS (TBA). This is a compulsory fee
## COMMUNITY | CHOICE | ENGAGEMENT

### CODE | UNITS OF COMPETENCE | NOMINAL HOURS
--- | --- | ---
BSBWOR2O3B | Work effectively with others | 15
SITHCCC1O2 | Prepare simple dishes* | 25
SITHIND201 | Source and use information on the hospitality industry | 25
SITXFSA1O1 | Use hygienic practices for food safety | 15
SITXINV202 | Maintain quality of perishable supplies* | 10
SITXWHS1O1 | Participate in safe work practices | 12
SITHFAB201 | Provide responsible service of alcohol | 10
SITHCCC1O3 | Prepare sandwiches* | 10
SITHIND202 | Use hospitality skills effectively | Nil
SITXCCS202 | Interact with customers | 20
SITXCCS303 | Provide service to customers | 25
SITXCOM201 | Show social and cultural sensitivity | 20
SITHCCC1O1 | Use food preparation equipment* | 25
SITHCCC201 | Produce dishes using basic methods of cookery* | 45
SITHKOPI1 | Clean kitchen premises and equipment** | 13

Total nominal hours for Units 1 & 2: 270

### STRUCTURED WORKPLACE LEARNING (SWL)
Students are required to complete a minimum of ten days’ work placement in the Year 11 program and five days in the Year 12 program. This must include five days of food and beverage service and five days of kitchen service whichever is relevant to the units being studied during the Term 2 or 3 school holidays. Industry level skills will also be developed in the college café throughout the course.

Note: All students must undertake Units 1 & 2 to be able to enrol in the Units 3 & 4. All students applying for this course will be interviewed prior.

### CATERING OPERATIONS PROGRAM UNITS 3 & 4 (2018) 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 & 4
2 x Work performance, 1 x Folio, 1 x VCE Examination

### CATERING OPERATIONS PROGRAM UNITS 3 & 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>SITHCCC204</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>SITHCCC203</td>
<td>Produce stocks, sauces and soups</td>
<td>35</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
<td>50</td>
</tr>
</tbody>
</table>

**SUB TOTAL**: 185

### ASSESSMENT FOR UNITS 3 & 4
1 x Work performance, 2 x Folio, 1 x VCE Examination
ICT30115 Certificate III in Information, Digital Media and Technology

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 provides students with 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 with Ringwood Training (Ringwood Secondary College) - a registered training organisation (RTO).

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):

STRUCTURED WORKPLACE LEARNING (SWL)
Students are highly recommended to complete five days of structured workplace learning in an IT environment. This is conducted out of school time. Placement is completed during the Term 2 or 3 holidays.

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.

COSTS
There are some enrolment and material charges associated with this certificate which will be payable on confirmation of subject offer in 2016.

A MATERIALS CHARGE OF (APPROX.) $560 APPLIES TO THESE UNITS. THIS IS A COMPULSORY FEE.
MWSC teaches the full Certificate III Course in Information Technology, not the partial course taught by most schools.

**UNITS 1 & 2 (8 UNITS)**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 BSBWHS304</td>
<td>Participate effectively in WHS communication and consultation processes</td>
</tr>
<tr>
<td>2 ICTICT202</td>
<td>Work and communicate effectively in an IT environment</td>
</tr>
<tr>
<td>3 ICTICT203</td>
<td>Operate Application Software Packages</td>
</tr>
<tr>
<td>4 ICTNWK302</td>
<td>Determine and action network problems</td>
</tr>
<tr>
<td>5 ICTSAS301</td>
<td>Run standard diagnostic tests</td>
</tr>
<tr>
<td>6 ICTICT301</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>7 ICTICT302</td>
<td>Install operating system software</td>
</tr>
<tr>
<td>8 ICTSAS304</td>
<td>Provide basic system administration</td>
</tr>
</tbody>
</table>

**UNITS 3 & 4 (9 UNITS)**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ICTSAS305</td>
<td>Provide ICT advice to clients</td>
</tr>
<tr>
<td>2 ICTSAS306</td>
<td>Maintain equipment and software</td>
</tr>
<tr>
<td>3 ICTSAS307</td>
<td>Install, configure and secure a SOHO network</td>
</tr>
<tr>
<td>4 ICTNWK304</td>
<td>Administer network peripherals</td>
</tr>
<tr>
<td>5 ICTNWK305</td>
<td>Install and manage network protocols</td>
</tr>
<tr>
<td>6 ICTNWK302</td>
<td>Resolve network problems</td>
</tr>
<tr>
<td>7 ICTNWK301</td>
<td>Provide network system administration</td>
</tr>
<tr>
<td>8 ICTICT303</td>
<td>Connect internal hardware components</td>
</tr>
<tr>
<td>9 ICTICT304</td>
<td>Implement system software changes</td>
</tr>
</tbody>
</table>

Units 3 & 4 have 3 SACs and a final examination to make up a scored assessment.
# PATHWAYS

## Arts Pathway

<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>VISUAL ARTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D Art</td>
<td></td>
<td>Studio Arts</td>
<td></td>
<td>Studio Arts</td>
</tr>
<tr>
<td>3D Art</td>
<td></td>
<td>Units 1 &amp; 2</td>
<td></td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Vis Comm</td>
<td></td>
<td>Vis Com</td>
<td></td>
<td>Vis Com</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units 1 &amp; 2</td>
<td></td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>PERFORMING ARTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>Music Units</td>
<td></td>
<td>Music Units</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td>1 &amp; 2</td>
<td></td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama Units</td>
<td></td>
<td>Drama Units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 &amp; 2</td>
<td></td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>MEDIA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media &amp;</td>
<td></td>
<td>Media Units</td>
<td></td>
<td>Media Units</td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td>1 &amp; 2</td>
<td></td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>Media &amp;</td>
<td></td>
<td>Animation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### English Pathway

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 9</th>
<th>YEAR 10 Block A</th>
<th>YEAR 10 Block B</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>1 PALs</td>
<td>Mainstream English</td>
<td>1 Enhanced English</td>
<td>Mainstream</td>
<td>3 Mainstream</td>
</tr>
<tr>
<td></td>
<td>1 Enhanced English</td>
<td></td>
<td>1 Enhanced English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE</strong></td>
<td></td>
<td>Mainstream English</td>
<td></td>
<td>2 English Language Units 1 &amp; 2</td>
<td>5 English Language Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Advanced English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH LITERATURE</strong></td>
<td></td>
<td>Mainstream English</td>
<td></td>
<td>English Literature Units 1 &amp; 2</td>
<td>English Literature Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Advanced English</td>
<td>1 English Literature (elective)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **ENGLISH AS AN ADDITIONAL LANGUAGE**  | English as an Additional Language (EAL) | English as an Additional Language (EAL) | 4 English as an Additional Language (EAL) Units 1 & 2 | 4 English as an Additional Language (EAL) Units 3 & 4 |}

1. Students with grades of DS2 or higher may be placed in Enhanced English as their Year 10 English units.
2. 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.
3. To complete Year 12 English/EAL students must have satisfactorily completed one unit of Year 11 English or EAL.
4. At Years 9 & 10 EAL is done in addition to either Essential, Mainsteam 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.
5. 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 Pathway

<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 &amp; Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; PE Sport</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td></td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td></td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units 3 &amp; 4</td>
<td></td>
<td>Units 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PE Elective</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical</td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical</td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; PE Lifestyle</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical</td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical</td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PATHWAYS

## Humanities Pathway

<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>HISTORY &amp; POLITICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tyrants, Terror &amp; Total War</td>
<td>20th Century History Units 1 &amp; 2</td>
<td>History - Revolutions Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American History - Dream or Nightmare?</td>
<td>Rights and Freedoms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20th Century History Units 1 &amp; 2</td>
<td>Legal Studies Units 1 &amp; 2</td>
<td>History - Revolutions Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australian &amp; Global Politics Units 1 &amp; 2</td>
<td>Legal Studies Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Australian &amp; Global Politics Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td><strong>COMMERCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law &amp; Order</td>
<td>Legal Studies Units 1 &amp; 2</td>
<td>Legal Studies Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Issues in Economics and Finance</td>
<td>Economics Units 1 &amp; 2</td>
<td>Economics Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Money makes the World go Round</td>
<td>Accounting Units 1 &amp; 2</td>
<td>Accounting Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Management Units 1 &amp; 2</td>
<td>Business Management Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 10 Geography</td>
<td>Geography Units 1 &amp; 2</td>
<td>Geography Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td><strong>PHILOSOPHY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge &amp; Reality</td>
<td>Philosophy Units 1 &amp; 2</td>
<td>Philosophy Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

1. Money Makes the World go Round recommended prerequisite for Business Management and Accounting
2. 20th Century History - completion of Year 10 History is recommended
3. Australian and Global Politics Units 1 & 2 - completion of Year 10 History/Politics is recommended
4. Legal Studies Units 1 & 2 - completion of Law and Order is recommended
5. Economics Units 1 & 2 - completion of Year 10 Economics and Finance is recommended

Units 3 & 4 History, Economics, Accounting - completion of Units 1 & 2 is strongly recommended.
## Mathematics Pathway

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Advanced</td>
<td>Accelerated</td>
<td>Mathematics</td>
<td>Specialist</td>
<td>Specialist</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Advanced</td>
<td>Accelerated</td>
<td>Progressive</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Mainstream</td>
<td>Advanced</td>
<td>Mathematics</td>
<td>Specialist</td>
<td>Mathematical</td>
</tr>
<tr>
<td>Advanced</td>
<td>Mainstream</td>
<td>Advanced</td>
<td>Progressive</td>
<td>Mathematical</td>
<td>General</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Support</td>
<td>Mainstream/</td>
<td>Mathematics</td>
<td>General</td>
<td>Further</td>
</tr>
<tr>
<td>Advanced</td>
<td>Support</td>
<td>Mainstream</td>
<td>Progressive</td>
<td>Mathematical</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Support</td>
<td>Mainstream</td>
<td>General</td>
<td>Further</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

* You must do Mathematical Methods if you choose to do Specialist Mathematics

* If you choose Year 11 General Mathematics in Year 10, you must also do Year 10 Mathematics Progressive.

* * indicates an Accelerated Pathway
### Science Pathway

<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>PSYCHOLOGY FOCUS</strong></td>
<td>Science - Genetics &amp; Intro to Psychology</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><strong>BIOLOGY FOCUS</strong></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><strong>CHEMISTRY FOCUS</strong></td>
<td>Science - Natural Selection &amp; Evolution and Atomic Chemistry</td>
<td>Science - Motion and Atomic Chemistry</td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Chemistry Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Science - Electromagnetism and Reactive Chemistry</td>
<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>PHYSICS FOCUS</strong></td>
<td>Science - Motion and Atomic Chemistry</td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Chemistry Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science - Electromagnetism and Reactive Chemistry</td>
<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

You are unable to choose the following pairs of subjects:
Science - Natural Selection & Evolution and Atomic Chemistry and Science - Motion and Atomic Chemistry

* It is recommended that if you choose electromagnetism and reactive chemistry you should also choose one of the atomic chemistry units.
# PATHWAYS

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>IT Multimedia &amp; Web Design</td>
<td>IT Units 1 &amp; 2</td>
<td>IT Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3D Design &amp; Prototyping</td>
<td>IT Units 1 &amp; 2</td>
<td>IT Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT Programming &amp; Networking</td>
<td>VET IT</td>
<td></td>
</tr>
<tr>
<td><strong>MATERIALS &amp; SYSTEMS ENGINEERING</strong></td>
<td></td>
<td>Systems Electronics</td>
<td>Systems Engineering Units 1 &amp; 2</td>
<td>Systems Engineering Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3D Design &amp; Prototyping</td>
<td>Design &amp; Production Technology Wood Units 1 &amp; 2</td>
<td>Design &amp; Production Technology Wood Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design &amp; Production Wood</td>
<td>External VET Building Studies</td>
<td>External VET Building Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems Engineering Units 1 &amp; 2</td>
<td>Systems Engineering Units 3 &amp; 4</td>
<td>Systems Engineering Units 3 &amp; 4</td>
</tr>
</tbody>
</table>
# Technology Pathways: Food and Textiles

<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>FOOD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Café Culture</td>
<td>Food Studies Units 1 &amp; 2</td>
<td>Year 10 Love to Eat</td>
<td>Food Studies Units 3 &amp; 4</td>
<td>Food Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td>VET Hospitality Units 1 &amp; 2</td>
<td>VET Hospitality Units 1 &amp; 2</td>
<td>OR</td>
<td>VET Hospitality Units 3 &amp; 4</td>
<td>OR</td>
</tr>
<tr>
<td><strong>MATERIALS TEXTILES TECHNOLOGY</strong></td>
<td>Tantalising Textiles</td>
<td>Product Design and Technology Textiles Units 1 &amp; 2 External</td>
<td>Product Design and Technology Textiles Units 3 &amp; 4 External</td>
<td></td>
</tr>
</tbody>
</table>