OUR KEY VALUES AND RIGHTS

At Footscray City College, everyone in the school community is valued and we all deserve to be treated fairly and with respect. Our key values reflect those ideas and we wish everyone to uphold them so that all in the school can be treated fairly, with respect and that all can be safe.

OUR KEY VALUES ARE:

ACHIEVEMENT

RESPECT

RESPONSIBILITY

From those three key values come a set of basis key rights that are fair and applicable to everyone. Because we believe in Achievement, Respect and Responsibility, the following key basic rights also apply to everyone;

OUR KEY RIGHTS ARE:

Students and teachers have the right to do as much work as possible.

Students and teachers have the right to feel comfortable and safe

Students and teachers have the right to expect that we all make a positive contribution
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Year 10 Program</td>
<td>07 – 10</td>
</tr>
<tr>
<td>The Curriculum</td>
<td>11 – 77</td>
</tr>
<tr>
<td>The Arts</td>
<td>11 – 20</td>
</tr>
<tr>
<td>English / EAL</td>
<td>21 – 27</td>
</tr>
<tr>
<td>Health and PE, Future Directions</td>
<td>28 – 33</td>
</tr>
<tr>
<td>Humanities</td>
<td>34 – 37</td>
</tr>
<tr>
<td>Languages</td>
<td>38 – 40</td>
</tr>
<tr>
<td>Maths</td>
<td>41 – 45</td>
</tr>
<tr>
<td>Science</td>
<td>46 – 51</td>
</tr>
<tr>
<td>Technology</td>
<td>52 – 61</td>
</tr>
<tr>
<td>VCE offerings at Year 10</td>
<td>62 – 72</td>
</tr>
<tr>
<td>VET offerings at Year 10</td>
<td>73 – 77</td>
</tr>
</tbody>
</table>
Our Year 10 program ensures students are able to develop the knowledge, skills and
text

The Year 10 Program

Our Year 10 program ensures students are able to develop the knowledge, skills and
rigour necessary for successful entry into their VCE studies in year 11. It also aims to
balance the compulsory core component with maximum opportunity for students to
pursue their interests in their studies.

Core Units:

Students develop core skills and knowledge required in all VCE studies

English: Two Semesters: common for all students
Maths: Two Semesters: Students select one of three specialised maths
Maths for the Future, General, or Advanced
Health /Phys Ed/ Future Directions: Two units - common for all students
Humanities: One Unit common to all students – Struggles for Freedom and Independence
Science: Students select one specialist unit as their core
Art/Technology: Students select one specialist unit as their core

Specialist Units:

The range of options presented by each curriculum area enables students to deepen
their knowledge and skills in areas of particular interest. Students may add to their core
studies in all curriculum areas by selecting a range of one-semester length specialist units

The Arts: Art, Dance, Digital Art, Drama, Fashion and Textiles, Music Performance, Photography, Visual Communication & Media
English: Creative Writing, Literature
EAL: Oral History, Geographical, Historical and Political Outlooks of Australia
Health PE: Advanced Sport and Coaching, Fit For Life
Humanities: Make Poverty History, You be the Judge
Languages: Italian, Japanese
Maths: Advanced Algebra
Science: Biology, Chemistry, General Science, Psychology, Physics
Technology: Systems Technology; Automotive, Systems Technology; Electronics and Robotics, Food Technology, Real Home, Slow Food, Design Technology; Jewellery, Design Technology; Wood, Agriculture & Horticulture, IT: Software - Gamemaking XNA
### THE YEAR 10 PROGRAM

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>CORE English/EAL Unit</th>
<th>CORE Maths Unit</th>
<th>CORE Health/PE &amp; Future Directions Units</th>
<th>CORE Humanities Unit</th>
<th>CORE Art/technology Unit</th>
<th>SPECIALIST Unit</th>
<th>VCE/SPECIALIST Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>CORE English/EAL Unit</td>
<td>CORE Maths Unit</td>
<td>CORE Health/PE &amp; Future Directions Units</td>
<td>CORE Science Unit</td>
<td>SPECIALIST Unit</td>
<td>SPECIALIST Unit</td>
<td>VCE/SPECIALIST Unit</td>
</tr>
</tbody>
</table>

### SAMPLE PROGRAMS

#### STUDENT A: MATHS/SCIENCE ORIENTED PROGRAM

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>English</th>
<th>Advanced Maths</th>
<th>Health PE / Future Directions</th>
<th>Photography</th>
<th>Chemistry</th>
<th>You be the Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>English</td>
<td>Advanced Maths</td>
<td>Health PE / Future Directions</td>
<td>Biology</td>
<td>Physics</td>
<td>Advanced Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Electronics and Robotics</td>
</tr>
</tbody>
</table>

#### STUDENT B: HUMANITIES ORIENTED PROGRAM

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>English</th>
<th>General Maths</th>
<th>Health PE / Future Directions</th>
<th>Struggles for Freedom and Independence</th>
<th>Art</th>
<th>Literature</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>English</td>
<td>General Maths</td>
<td>Health PE / Future Directions</td>
<td>General Science</td>
<td>Art</td>
<td>Drama</td>
<td>Jewellery</td>
</tr>
</tbody>
</table>

#### STUDENT C: ARTS ORIENTED PROGRAM

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>English</th>
<th>General Maths</th>
<th>Health PE / Future Directions</th>
<th>Struggles for Freedom and Independence</th>
<th>Digital Art</th>
<th>Visual Communication</th>
<th>Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>English</td>
<td>General Maths</td>
<td>Health PE / Future Directions</td>
<td>General Science</td>
<td>Art</td>
<td>Drama</td>
<td>Jewellery</td>
</tr>
</tbody>
</table>

#### STUDENT D: PERFORMING ARTS ORIENTED PROGRAM

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>English</th>
<th>General Maths</th>
<th>Health PE / Future Directions</th>
<th>Struggles for Freedom and Independence</th>
<th>Drama</th>
<th>Music Performance</th>
<th>VET Music Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>English</td>
<td>General Maths</td>
<td>Health PE / Future Directions</td>
<td>General Science</td>
<td>Literature</td>
<td>Music Performance</td>
<td>VET Music Industry</td>
</tr>
</tbody>
</table>

#### STUDENT E: TECHNOLOGY / HANDS-ON ORIENTED PROGRAM

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>English</th>
<th>Advanced Maths</th>
<th>Health PE / Future Directions</th>
<th>Struggles for Freedom and Independence</th>
<th>Design Tech Wood</th>
<th>Systems Tech Auto</th>
<th>Community Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2</td>
<td>English</td>
<td>Advanced Maths</td>
<td>Health PE / Future Directions</td>
<td>Biology</td>
<td>Real Home</td>
<td>Visual Communication</td>
<td>Slow Food</td>
</tr>
</tbody>
</table>
ASSESSMENT AND REPORTING

Assessment is an essential and ongoing component of student learning at the College. A wide range of assessment strategies are used across the College curriculum. Assessment is used to determine what has been learnt, to inform the next stage of learning and to foster independent and reflective self-assessment. Each subject has a series of Assessment Tasks that provide assessment of the learning that has occurred during the semester.

Teachers report on student achievement and progress four times a year. The College provides Interim Reports and conducts Parent-Teacher Interviews at the end of Terms 1 and 3. More detailed reports based on state-wide curriculum standards are provided at the end of Terms 2 and 4.

COLLEGE PROMOTION POLICY

At the end of each semester a written report regarding achievement in all subjects is issued to students. The report contains an S/N mark to show an overall pass or fail for each semester unit.

In Year 10, students must achieve all of the stated Learning Outcomes in order to satisfactorily complete the unit.

Students must satisfactorily complete a minimum of 10 semester length units including at least one unit of English.

FUTURE DIRECTIONS & WORK EXPERIENCE AT YEAR 10

Through the Health and Physical Education program, students are also offered a program called ‘Future Directions’, where they will explore pathways and career options and become acquainted with a range of further education courses. To develop their understanding of Pathway options, students will undertake a variety of excursions during the year, such as attending Tertiary Institutions, Industry visits, Trade Day Tasters, Career Expos and participate in various workshops involving guest speakers. These experiences will help in the development of their Personal Pathway Plan.

Students will also undertake a one-week work experience program.

HOMEWORK

Homework is an important part of the educational program delivered at FCC. Students are expected to do regular homework as well as self-directed study. Self-directed study should include revision of work covered in class.

The recommended times for homework and self-directed study at year 10 are 2-2½ hrs / five nights a week.

It is highly recommended that a student’s home study program also include regular reading of self-selected texts (novels, etc) for approximately 30 minutes at least five nights a week. Students should develop a regular weekly schedule for homework and home study. The homework/study planner in the Student Diary can assist in the planning of the schedule. Students should allow themselves some regular times for relaxation and recreational activities.

The Homework Club runs after school from 3.10 to 5pm from Monday to Thursday in the College Library. It is supervised by one or more teachers able to assist students to complete homework tasks. Students are encouraged to attend if they require extra support, and/or a quiet place to complete homework.
BOOKLISTS
The college booklists are distributed to students at the end of each year. Booklists are also available from the College website:

www.footscray.vic.edu.au

ENGLISH AS AN ADDITIONAL LANGUAGE
Students who have been learning English as an Additional Language for less than five years usually require support from the EAL program. These students will have their English language proficiency assessed by the EAL Coordinator and if needed will be placed into a class where EAL support can be provided. Contact Raffaella Marcon for information about this program.

INTEGRATION
Students who have been assessed as eligible to receive funding from the Disability and Integration Program will be provided with a range of supports outlined in an Individual Learning Plan. Support will vary according to the level of funding and individual student needs, but may include Teacher Aide support in class and modification of learning tasks and assessment. This program is coordinated by the leading Teacher for Special Needs.

CHARGES AND CONTRIBUTIONS
The College Council has set amounts that parents are asked to contribute towards the cost of providing the range of activities students engage in during their subjects. These amounts are detailed in the attachment to the subject selections and parents and students are asked to consider this carefully when selecting a program for the year.

STUDENT LEADERSHIP AND STUDENT REPRESENTATIVE COUNCIL
The SRC is the elected student body of the College. It meets regularly to discuss matters that are significant to students and to ensure that students are involved in the College decision-making processes. SRC representatives are members of the College Council.

INSTRUMENTAL MUSIC PROGRAM
The instrumental music program operates by withdrawing students out of classes on a rotational basis once a week. Free tuition is offered in a wide range of instruments as well as instrument hire. Students in this program also have many opportunities to participate in performances within the college and local community. Please see Paul Dooley if you are interested in joining this program.
DESCRIPTION

Year 10 Art is the introduction to the design process of making and creating artworks by considering technical explorations and possible ideas. Students will explore a range of 2D and 3D mediums to help them in developing their own style. Students also critically discuss and examine the work of artists both traditional and contemporary.

OUTCOMES

Outcome One: Folio - Can create a folio of design work using a variety of materials and techniques
Outcome Two: Research - Can study the way artists from different times and locations have sources inspiration and produced artwork

ASSESSMENT TASKS

Visual Diary
You will maintain a visual diary that:
• demonstrates the exploration of a range of art ideas using a variety of art mediums and art styles.
• Identify sources of inspiration for use in the design process
• demonstrates the use of appropriate art language and terminology for documenting and evaluating artworks, materials and techniques.

Folio
The Folio includes a finished artwork for each of the art media, techniques and themes explored including painting, drawing, printmaking and 3D construction.

Research Assignments
You will complete written research tasks in association with each of the themes and styles introduced in the folio.
Emphasis will be on:
• the different interests and approaches of selected artists from different cultures and periods of time
• developing art language for analysing artworks including the formal elements and principles of artworks
• developing terminology for analysing the materials and techniques used by artists

Exam

MATERIALS & EQUIPMENT

• Visual Diary (A4 or A3) supplied by student.
• Subject levy enables school to purchase materials at cost price.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Studio Arts, Art
DESCRIPTION

Year 10 Dance has both theoretical and practical components. In practical classes students will participate in technique classes and choreographic classes. They will learn and perform a class group dance and will be involved in the choreography and performance of a solo/duo/small group dance. In theoretical classes students will learn about analysis of dances choreographed by other choreographers and will look critically at the processes involved in choreographing, rehearsing and performing their own dances.

OUTCOMES

Outcome One: Can describe the safe use, care and functions of a dancer’s body.
Outcome Two: Can discuss choices made by dance makers in the development of their own and the dance works of others.
Outcome Three: Can compose and perform group or solo works demonstrating expressive use of a range of body actions, and perform a learnt group dance work.

ASSESSMENT TASKS

• Performance in the Learnt Group Dance – showing spatial awareness and accurate reproduction of choreography
• Performance of solo/small group choreography
• Dance Analysis Written Task – looking in-depth at how choreographers’ use physical skills and body actions to express their intention.
• Write up of Choreographic process – in which students chronicle the processes they undergo in choreographing, rehearsing and performing their dances.
• Full participation in all classes both practical and theoretical
• Exam on theoretical work covered including their dance write up.

MATERIALS & EQUIPMENT

• Appropriate clothing in which to dance
• College Diary
• A4 Exercise Book for Theory work

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Recommended for VCE Dance
DESCRIPTION

Year 10 Digital Art is about developing skills that will enable you to express yourself creatively through digital art-making, and to better understand how to support and sustain your art making. It is an introduction and preparation for Year 11 & 12 VCE Studio Arts.

During the course of the semester, you will develop a design process to support your development of digital artworks. You will acquire an understanding of how other artists have developed various styles and interpreted subject matter.

OUTCOMES

Outcome One: Folio - Can create a folio of design work using a variety of materials and techniques.

Outcome Two: Research - Can study the way artists from different times and locations have sourced inspiration and produced artworks

ASSESSMENT TASKS

Folio

You will develop a folio of exploratory work showing sources of ideas and inspiration translated into visual form through the use of digital applications and the use of a variety of materials and techniques. The folio will demonstrate that you;

• Can develop digital art ideas by sourcing inspiration, identifying individual ideas and using a variety of methods to translate these into visual language.
• Understands the use of various digital media applications and techniques explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.
• Can develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of art works.

Exam

MATERIALS & EQUIPMENT

The following are essential items that ALL students are expected to bring to class.

• College diary
• An A4 workbook and an A3 sketch pad
• A USB Flash memory card
• Pens & pencils

COST: $30.00
DESCRIPTION

One term of this drama course will focus on contemporary theatre styles and issues based playbuilding. Students will learn about the work of Brecht and Boal, use improvisation and physical theatre skills, and create their own piece of theatre based on a current controversial theme. In the second half of the course, students learn to use the skills of Commedia dell’Arte, using slapstick, farce and melodrama. Workshops will focus on clowning and mime and students will work towards creating a comic character derived from these well known traditions. Students attend a play in each term, and one workshop day.

OUTCOMES

Outcome One: Character Observation
Outcome Two: Theatrical production rehearsal process
Outcome Three: Solo performance

ASSESSMENT TASKS

• Issues based performance. Students develop an understanding of the purpose of performance, they use dramatic elements, theatrical conventions and stagecraft to create a dramatic work about a controversial topic. Students use expressive skills and through practice they develop role and character.

• Contemporary Theatre assignment. Students learn to research and present information in written form about the famous drama practitioners Brecht and Boal, focusing on their contribution to 20th century theatre.

• Commedia presentation. Students use expressive skills to sustain character and learn the use of a specific acting style incorporating an understanding of the actor/audience relationship.

• Performance analysis. Students reflect on, describe, analyse, record and discuss the different themes and ideas presented in a live performance. Students begin using the appropriate language of drama to describe and analyse performance.

• Exam

MATERIALS & EQUIPMENT

• Comfortable clothes for performance includes theatre blacks.
• Journal or visual diary
• USB

COST $30.00
DESCRIPTION

Year 10 Fashion/Textiles is an introduction to the design process of making and creating art works from textiles and fabric. Students will explore design possibilities and a variety of textile techniques to create artworks including garments and textile products. Students will research the works of artists and designers in the Fashion and Textile Industry.

OUTCOMES

Outcome One: Folio - Can create a folio of design work using a variety of materials and techniques

Outcome Two: Can use concepts of representation, selection, omission and construction in the evaluation of media texts

ASSESSMENT TASKS

Visual Diary
You will maintain a visual diary for:
- documenting design explorations and sources of inspiration
- recording characteristics of materials
- documenting visual effects created through the use of a variety of materials and techniques
- recording and evaluating the process of making artworks

Folio of finished works
- The folio will consist of a range of finished works related to the outcomes of individual student design explorations and media selection

Research Assignments
You will complete written research tasks related to artists and designers from the past and present. Emphasis will be given to:
- the different designs and approaches of selected artists/designers from different cultures and periods of time
- developing art language for analysing artworks including the formal elements and principles of artworks
- developing an understanding of materials and techniques related to fashion and textiles

Exam

MATERIALS & EQUIPMENT

- Visual diary (A4 or A3) supplied by student.
- Basic materials supplied and additional specialised fabrics to be supplied by students according to designs.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT(S)

- Studio Arts or Art
DESCRIPTION

This study explores technologies, such as digital, audiovisual, print and interactive media, which entertain and communicate personally, socially, culturally and globally. In this unit students analyse the relationship between media and social values, and the nature and extent of media influence. Students develop an understanding of the role of narrative elements in fictional and documentary film. They learn about the specialist production stages and roles in media production, and develop practical skills in a group film or other production. Students complete a media production design plan and strengthen their communication skills and technical knowledge. This study is relevant for students who wish to undertake Media at VCE level. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in, and contribution towards, contemporary society.

OUTCOMES

Outcome One: Can describe and compare representations in a range of media texts and forms

Outcome Two: Can use concepts of representation, selection, omission and construction in the evaluation of media texts

Outcome Three: Can discuss how the media can influence perspectives and social values

Outcome Four: Can demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.

ASSESSMENT TASKS

• Production of Short Film
• Stages & Roles of Film Production Research
• Production of video blog
• Oral Presentation of Australian Film

MATERIALS & EQUIPMENT

• A4 exercise book
• A3 or A4 sketchbook or visual art diary (unlined)
• USB memory stick
• Earphones
• College Diary
• Pens
DESCRIPTION

This unit focuses on building the skills required to be a performing musician. Students rehearse and present performances in groups and as soloists, and develop their musicianship through aural, theory and analysis tasks. These skills are then used to generate creative ideas for song writing. A number of contemporary music styles will be used as the focus for study.

OUTCOMES

Outcome One: Performance
Outcome Two: Performance Technique
Outcome Three: Musicianship

ASSESSMENT TASKS

- Group Performance – rehearse and prepare a program of songs for performance in a group.
- Solo Performance – prepare a piece for performance in class that is played as a solo.
- Theory, Aural and Listening – regular tasks are set from the textbook (and other sources) along with class activities and occasional tests.
- Organisation of Sound – this will involve the use of computer software and group work to experiment with creative ideas, and craft them into finished pieces of music.
- Exam

MATERIALS & EQUIPMENT

- Musicianship and Aural training for the Secondary School Music Level 2 (student book and CD’s for dictations)
- Music Exercise Book
- USB Flash drive
- Pencils and erasers

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- Recommended for VCE Music Performance
DESCRIPTION

The study of Photography includes both analogue and digital photography. This means students will have the opportunity to use black and white film and the darkroom to print photographs in a traditional way. Students will also have the opportunity to work with digital cameras and computer programs to enhance and manipulate their images. Students will study the work of well known photographers to gain an understanding on the many different approaches photographers use to explore the world around them.

OUTCOMES

Outcome One: The application of design elements, principles and composition in personal art works

Outcome Two: A knowledge of photographic equipment, and techniques

Outcome Three: The application of terminology relating to art analysis

ASSESSMENT TASKS

- Design elements and principles task
- Landscape task
- Digital photography task
- Written analysis of design elements and composition in selected art works
- Written analysis of a photographic exhibition
- Exam

MATERIALS & EQUIPMENT

Photographic materials and equipment are provided by the school. Students are requested to pay a materials levy to assist with the purchase of photographic materials.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- The tasks and skills developed in photography provide a sound foundation for both VCE Art and Studio Arts (photography, art and multi-media)
DESCRIPTION

Visual Communication is the only truly global language. It is about communicating ideas, information, solutions, feelings and more using drawings, images and graphics. There are a variety of globally accepted drawing conventions which are studied and practised to allow students to develop ideas and solutions to specific visual needs. Students apply a design process and consider design elements and principles in the development of their productions. Traditional freehand and instrumental drawing skills are demonstrated along with the use of specialised ICT software and equipment to expand students range in defining and producing their work pieces.

OUTCOMES

Outcome One  Students should be able to use traditional drawing instruments and free hand sketching methods to design and produce 3D images that represent real objects.

Outcome Two  Students should be able to use traditional drawing instruments and CAD software to produce Third Angle Orthogonal Drawings of a range of items.

Outcome Three  Students should be able apply a design process and use a range of software and other graphics media to produce design ideas and solutions to visual communication briefs.

ASSESSMENT TASKS

• Pictorial Drawings Collection
• Technical Drawings Package
• 3D CAD model
• Design Project Folio & Presentation
• Examination

MATERIALS & EQUIPMENT

• USB memory drive
• Visual Art Diary
• A4 Display booklet
• Good quality pencil set

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Recommended study for:
  VCE Visual Communication and Design
  VCE Studio Arts
  VCE Product Design
English / EAL
DESCRIPTION

At Year 10 students continue to develop their critical understanding and control of the English language. Year 10 English is also a direct preparation for Year 11 and 12, it will therefore mirror the requirements of VCE English. Students are provided with a broad range of closely connected learning experiences designed to encourage them to become more confident, thoughtful, discriminating and imaginative communicators as readers, viewers, writers, speakers and listeners in both formal and informal situations. English is organised around the three areas of study of VCE English which simultaneously continues to reflect level six VELs standards.

The three areas of study are:

Reading and Responding: This requires students to closely read one text per semester and to analyse how each author has created meaning within that particular text. Students are expected to examine the key ideas, themes, characters and symbolism in each text.

Creating and Presenting: Students are required to read and view a range of texts which relate to a specific context and then to develop targeted pieces of writing using the knowledge and ideas explored.

Using Language to Persuade: This requires students to examine print and non-print media texts used to present a point of view on a current issue. Students will identify and examine the ways in which language is used in such texts to persuade and influence readers.

OUTCOMES

Outcome One Identify and discuss key aspects of a set text and is able to construct a response in oral or written form
Outcome Two Can create and present texts taking into account audience, purpose and context
Outcome Three Can identify and discuss either in writing and/or orally how language can be used to persuade readers and/or viewers.

ASSESSMENT TASKS

Semester 1 and 2
• Writing folio of at least two different styles
• Reading and responding to text
• An oral presentation
• Persuasive language task
• Exam

MATERIALS & EQUIPMENT

• English folder with three sections, one for each Area of Study
• Plastic pockets and display folder
• Dictionary / thesaurus (optional)
• Texts: To Kill a Mockingbird, Romeo and Juliet
• USB

All students need to successfully complete English for successful progression to VCE.
DESCRIPTION

Students focus on the ways literary texts represent human experience, ideas and views of life. Students respond to a range of texts personally, critically and creatively. A wide range of texts are used for study including, poetry, prose, drama and non-print text. Students will also extend their exploration of the ideas and concerns of the text and their understandings of the ways their own culture and other cultures are represented in literature.

OUTCOMES

Outcome One: Written interpretation of the ways in which the ideas and concerns of a text are presented.

Outcome Two: Analysis, interpretation and evaluation of ideas, conventions and beliefs suggested by a text.

Outcome Three: Original creative response based on a text with reflective commentary

ASSESSMENT TASKS

• A written discussion on O. Wilde’s The Picture of Dorian Gray.
• An essay on Sophocles’ Oedipus Rex.
• A creative response and reflective commentary on Swift’s A modest Proposal or on a selection of poetry.

MATERIALS & EQUIPMENT

• Folder and associated organisational items
• USB
• Set texts (poetry provided) To be selected from the following:
  • Antigone (play) - Sophocles
  • Oedipus Rex (play) - Sophocles
  • Beowulf (graphic novel and film) – Gareth Hinds
  • Picture of Dorian Gray (novella and film) – O. Wilde
  • Pleasantville (film) – dir. Gary Ross
  • Dark City (film) –dir. Alex Proyas
  • A collection of poetry
  • The Complete Maus (graphic novel) – A. Spiegleman

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• This unit is suitable as a prerequisite for Literature as it introduces the essential skills.
DESCRIPTION

Students read a range of texts, with comprehension, enjoyment and discernment, and they develop competence and confidence in writing, particularly sustained text responses and timed responses. Students develop their understanding of oral language in different contexts. Students discuss and analyse the ideas, themes and issues in the set texts, and construct a range of responses. Students study the context theme, ‘The Individual and Society’ and write creatively about this, taking into account context, purpose and audience. This gives some preparation for the context section of VCE English.

OUTCOMES

Outcome One  Demonstrates knowledge of the creative process using research to explore a range of methods and styles of writing

Outcome Two  Demonstrates an understanding of audience, purpose and cultural influences in the writing process

Outcome Three  Demonstrates creative solutions to plot, characterisation, dialogue and theme

ASSESSMENT TASKS

All tasks must be completed by their due dates. Attendance, participation and note taking during the discussions are essential.

• Writing Folio – a novel containing three short stories
• A completed screenplay / play

MATERIALS & EQUIPMENT

• Folder or Section of a Folder
• A 4 lined paper
• Plastic A4 pockets
• Folder dividers
• Pens, pencils, etc,
• USB

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• This unit is invaluable to the VCE Literature, English and English courses. It is also highly compatible with drama, the visual arts and some technology subjects. It also acts as a suitable balance with the sciences and practical subjects.
DESCRIPTION

Throughout this semester you will be exploring a variety of texts including novels, media texts (e.g., newspapers, internet articles, and magazines), films, and independent reading. Emphasis will be developing the communicative capacity of students, especially their pronunciation and intonation. Argumentative and persuasive essays will also be studied.

OUTCOMES

Outcome One: To identify and discuss key aspects of a set text, and to construct a response in oral or written form.
Outcome Two: To create and present texts taking account of audience, purpose and context.
Outcome Three: To identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

ASSESSMENT TASKS

The following tasks will be assessed and included on your semester report:

- oral presentations and participation
- listening exercises
- text study
- grammar exercises
- writing activities
- issues
- writing folio
- exam

MATERIALS & EQUIPMENT

Texts:

- The Oxford Bookworm version of the Elephant Man and film version
- Rebel Girl (by Susan Geason)

You are required to bring the following materials and equipment to class:

- college diary
- A4 size exercise books (covered in plastic)
- an exercise book to be used for vocabulary (covered in plastic)
- a plastic-pocket folder
- scissors and glue
- highlighters (a packet of 5)
- ruler
- red, blue and black pens
- white-out
- a small dictionary/thesaurus

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- EAL Unit 1 (Year 11)
**DESCRIPTION**

Throughout the year students develop skills in the four macro areas of listening, speaking, reading and writing.

Students also develop an understanding of Australian Indigenous and migration history.

**OUTCOMES**

Outcome One  To identify and discuss key aspects of a set text, and to construct a response in oral form.

Outcome Two   To create and present texts taking account of audience, purpose and context.

Outcome Three To identify and discuss orally, how language can be used to persuade readers and/or viewers.

**ASSESSMENT TASKS**

- A detailed research assignment on “My Story” outlining your own story as a migrant and the experiences unique to your migration OR A detailed research assignment on a famous Aboriginal and Torres Strait Islander and his/her experiences living in Australia. (Min. – 300 words)
- ‘My Story’ interview – interview a migrant gathering information about why this person migrated and became an Australian citizen. (Min. – 300 words)
- Oral presentation – on the topic “The benefits of Multiculturalism in Australian Society” (Min. – 250 words)
- Exam

**MATERIALS & EQUIPMENT**

- A4 exercise book
- Display folder
- Memory stick
- Pens, pencils, ruler, eraser

**PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S**

- Australian and Global Politics I
Geographical, Historical & Political Outlooks of Australia
- for EAL Learners

Specialist Unit

DESCRIPTION
This unit focuses on the geographical structure of Australia, the history of Australian settlement, the Immigrants who helped settle Australia and the Political systems that have operated in Australia since Federation. Students also develop analytical and research skills.

OUTCOMES
Outcome One Demonstrate an understanding of the physical boundaries and land forms of Australia and how these have affected human settlement patterns
Outcome Two Identify and show the contribution that migrants have made to the development to Australia
Outcome Three Understand the roles of political parties and voting systems in Australia

ASSESSMENT TASKS
Semester 1 and 2
• Extended writing task – Write a 300 word piece on the topic “The Pattern of Migration to Australia in the last 60 years”.
• Research task – Find out about 3 people who have contributed to the development of Australia as a multicultural country and write this up in the form of a feature article. (Min. – 300 words)
• Oral Presentation – Investigate the history of one of the major political parties in Australia OR Investigate the Australian voting system (the House of Representatives and the Senate) and present this to the class. (Min. – 3 minutes)
• Exam

MATERIALS & EQUIPMENT
• A4 exercise book
• Display folder
• Memory stick
• Pens, pencils, ruler, eraser

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S
• Australian and Global Politics I
Health and PE, Future Directions
This study aims to help students develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development. As part of this program students will investigate social and cultural factors that influence the development of personal identity and values and the rights and responsibilities associated with developing greater independence, including those related to sexual matters and relationships. Students will investigate mental health issues relevant to young people and perceptions of challenge, risk and safety. They will also develop an understanding of appropriate assertiveness and resilience strategies. Students will look at the positive and negative outcomes of personal behaviours and community actions. Students will also look at health services and products provided by government/non-government bodies and analyse how these can be used to support the health needs of young people. Students will also participate in practical and theoretical classes on Pre-Driver education.

**OUTCOMES**

Outcome One: Students will investigate Mental Health issues relevant to young people

Outcome Two: Students will investigate perceptions of challenge, risk and safety

Outcome Three: Practical driving experience/Theoretical understanding of the rules associated with driving a car and research on the processes involved in obtaining a learner’s permit and driver’s license

**ASSESSMENT TASKS**

- Bullying Article: including an investigation of the causes, effects and help available to victims of bullying
- Media Analysis: including an investigation on the media’s portrayal of young people and how issues relating to young people are reported
- Risk Taking Assignment: including “Look Before You Leap” Task
- Pre-Driver Education written and practical assessment task involving both practical driving experience and internet research on the processes involved in obtaining both a Learner’s Permit and Driver’s License
- Chapter Tests based on topics covered throughout the semester
- Exam

**MATERIALS & EQUIPMENT**

- College Diary
- A4 Exercise book or folder
- USB Memory Stick
- FCC Health and PE Flexi-book (available from booklist)
DESCRIPTION

This study has both a theoretical and practical component. As part of this program students will develop proficiency in the execution of manipulative and movement skills during complex activities. They will also develop skill in the implementation of appropriate training methods to improve performance and fitness in specific activities. Students participate in peer teaching with a focus on skills development and provide constructive feedback to others in order to improve future performance. They will describe how they respect and clearly articulate the effectiveness of learning in a team and will learn how to identify potential conflict and employ strategies to avoid/resolve it. Students will also learn how to apply their knowledge in delivering First Aid in a variety of settings.

OUTCOMES

Outcome One  Display appropriate behaviour and work collaboratively to complete tasks in teams
Outcome Two  Devise skills and strategies in game situations
Outcome Three  Students are able to explain and apply the principles of first aid
Outcome Four  Students are able to explain and apply the fitness components and other areas to increase sporting Performance
Outcome Five  To manage a sporting event

ASSESSMENT TASKS

• Full participation in practical classes including such things as teamwork, fair play, cooperation, persistence and appropriate attire.
• Enhancing Performance Assessment and Fitness Analysis
• Introduction to Event/Tournament Management including running a practical event in class.
• Biomechanics Theory tests.
• Class tests: students will complete written tests and an exam on fitness assessment, enhancing performance, event management and first aid.
• Exam

MATERIALS & EQUIPMENT

• Class workbook
• Appropriate Physical Education Clothing
• A4 loose leaf folder or A4 exercise book and pens
• College diary
• FCC Health and PE Flexi-book (available from booklist)
DESCRIPTION

In this subject, you will study advanced movement and games skills related to a variety of sports. You will also develop an understanding of advanced sporting tactics and strategies; theoretical and technical components of these sports. You will learn and research various styles of Coaching, Leadership and the role of the coach, legalities, issues, careers, and various topics that assist knowledge in the Coaching role.

Students will:
• Complete practical participation in a range of sports to analyse advanced skills and techniques.
• Learn and use Dartfish (Sport Analysis) software program to analyse Biomechanics and the differences between various skills levels, and establish how to improve technique.
• Plan and conduct coaching sessions that aim to improve the skills and technique that were analysed, to an advanced level.
• Attend external samples of Coaching sessions, for various sports/teams, or sporting competitions, where you can see evidence of coaching practices in real-settings; from the perspective of Coaching styles and leadership, and managing and analysing advanced athletes.
• Interview and analyse a successful Coach
• Plan a seasonal Coaching unit for a chosen sport, which includes analysis of the skills and techniques; relevant training or drills planned; and other relevant topics.
• Exam

OUTCOMES

Outcome One  Display appropriate sporting behaviour and work collaboratively to complete tasks in teams
Outcome Two  Demonstrate coaching skills and strategies that enhance sporting performance
Outcome Three  Students are able to explain and analyse the components of being a successful coach
Outcome Four  Students are able to explain the types of coaches and coaching style

ASSESSMENT TASKS

• Research Tasks – including styles of coaching and types of coaching
• Participation in practical session
• Sport Analysis - Written report
• Planning and Development of a Seasonal Coaching Unit
• Exam

MATERIALS & EQUIPMENT

• Practical clothing
DESCRIPTION

In this elective, students will learn the keys to a healthy, fit lifestyle and participate in a range of practical and theoretical activities including a fitness assessment, strength and cardio training, healthy diet and relaxation techniques. Students develop appropriate training methods for improving fitness for specific activities and plans on how to improve or maintain regular participation in moderate to vigorous physical activity.

OUTCOMES

Outcome One  Analyse information from, and participate in a variety of fitness related activities
Outcome Two  Able to explain and apply the fitness components responsible for improved health
Outcome Three  Develop various fitness and training programs that would lead to enhancing a fit lifestyle

ASSESSMENT TASKS

• Pre and post Fitness Testing Analysis – including personal fitness profiles
• Resistance Training program development – including proper and safe use of fitness methods and equipment
• Written Research report on devising appropriate fitness programs
• Full participation in all practical sessions
• Exam

MATERIALS & EQUIPMENT

• Appropriate practical clothing
• Theory workbook
DESCRIPTION

A compulsory unit which involves one hour a week where students will be involved in a pathways program. Students will have the opportunity to explore possible career paths and gain knowledge in order to select appropriate pathway options for the senior years and life choices. Students will be required to undertake work experience as part of the program and be able to identify employability skills in the workforce. The pathways program is an important part of the school curriculum and will be reported on at the end of each semester. As a result students will need to complete all work tasks in order to successfully complete the outcomes.

OUTCOMES

Personal Learning
Outcome 1: Demonstrate an ability to effectively utilise and reflect upon a variety of personal learning tools

Interpersonal Development
Outcome 2: Demonstrate an awareness of a variety of resources and strategies to effectively develop social and emotional well being

Educational and Career Development
Outcome 3: Demonstrates an awareness of a variety of educational and career pathways

ASSESSMENT TASKS

• A Managed Individual Pathways Plan
• Work experience placement
• Safe@work certificate
• Career Portfolio
• Research Assignment
• Written Tasks
• Participation in excursions to University and TAFE institutions

MATERIALS & EQUIPMENT

• Display Folder
• Exercise Book
• USB Memory Stick
• Writing Materials

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Managed Individual Pathways Plan for selection of VCE program
Humanities
This is the compulsory Humanities Unit in Year 10. Year 10 students will study units related to Economics and Geography, examining globalisation, world development, sustainability and human rights issues. They will explore how these matters influence society and the environment both nationally and internationally.

OUTCOMES

Outcome One: Identify patterns of development
Outcome Two: Define the Millennium Development Goals
Outcome Three: Explain the Human Development Index
Outcome Four: Outline factors affecting water as a resource
Outcome Five: Explain sustainability
Outcome Six: Generalise about solutions to water scarcity

ASSESSMENT TASKS

- Extended writing task/expository essay
- Research task. Students locate and select relevant historical sources and synthesise evidence to draw conclusions
- Analysis task. Students analyse written, oral and visual material and develop and present an interpretation of this material
- Exam

MATERIALS & EQUIPMENT

- College Diary
- USB memory stick
- Earphones/headphones
- Humanities Alive 4
- A4 folder, dividers and A4 paper/exercise book
- A4 display book and plastic pockets

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- This course will prepare students for all VCE Humanities subjects: Australian and Global Politics, International Studies, History - Twentieth Century and Revolutions, Outdoor and Environmental Studies, Philosophy, Legal Studies, Business Management, Accounting, and Economics.
- This course will also prepare students for the full range of VCE subjects through the development of general understanding of world issues, research skills and writing skills.
DESCRIPTION
In this unit students will study struggles for freedom and independence which have occurred since the dismantling of European colonial empires after World War 2. Students will become familiar with the extent of colonisation in the 20th Century and consider the forces which contributed to the disintegration of these empires. Students will develop an awareness of the cultural, economic and political exchanges and interactions which have occurred as a result of the colonization of vast areas of the world by European powers. Students will investigate and study the struggles for freedom and independence which developed as a result of people becoming aware of their rights and the desire for political conditions which gave them freedom, independence and democracy. At least one independence movement and one leader will be studied in depth. These movements will be selected from the Independence Movement in India, the Vietnam War, South Africa (anti-apartheid movement) and the 1960’s Civil Rights movements in the USA. Mahatma Gandhi, Steve Biko, Nelson Mandela, Martin Luther King and Charles Perkins will be leaders considered for study. A study will also be made of the campaigns for civil rights and recognition and the challenges faced by indigenous peoples with emphasis on the Australian Aborigines and Torres Straight Islanders.

OUTCOMES
Outcome One To be able to Investigate and analyse issues and influences of leadership in the development of freedom and independence movements
Outcome Two To be able to recognise civil rights and explain how different policies impacted on the freedom and independence of people

ASSESSMENT TASKS
• Annotated timeline – colonialism to independence 1900 to 2010
• Structured research report – independence/freedom movement
• Extended written response/expository essay – civil rights of Australian Aborigines and Torres Straight Islanders.
• Exam

MATERIALS & EQUIPMENT
• College Diary
• USB Memory Stick
• Earphones or headphones
• Humanities Alive 4 (retain from Year 9)
• A4 exercise book
• A4 display book or plastic pockets

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S
• This course will prepare students for all VCE Humanities subjects: Australian and Global Politics, International Studies, History – Twentieth Century and Revolutions, Outdoor and Environmental Studies, Philosophy, Legal studies, Business Management, Accounting and Economics.
• This course will also prepare students for the full range of VCE subjects through the development of general understanding of world issues, research skills and writing skills.
**Description**

This unit explores legal and non-legal rules. It focuses on criminal law with an investigation into the ‘Jack the Ripper’ case. A study of the court system with visits to the Magistrates, County and Supreme courts. Sources of law are explored with particular attention to Parliament and Precedent. Students participate in a mock trial.

**Outcomes**

Outcome 1: To be able to explain the need for effective laws and describe the main sources and types of laws in society.

Outcome 2: To be able to describe the process for the resolution of criminal cases.

**Assessment Tasks**

- Folio of current legal issues that interpret, discuss and analyse legal information and data
- Oral Presentation
- Assignment
- Exam

**Materials & Equipment**

- A4 loose leaf folder
- Pens

**Pre-Requisite or Recommended Study for VCE Subject/S**

- Highly recommended if students wish to pursue legal studies in Year 11 and 12. It is most useful if students wish to pursue any law or commerce course at university level.
Languages
To be undertaken in semesters 1 and 2

DESCRIPTION

Students will continue to develop their writing, reading, listening and speaking skills. Classroom activities and assessment tasks are designed to address each of these areas. Year 10 Japanese language is designed to prepare students for VCE Japanese.

OUTCOMES

Outcome One: To establish and maintain a spoken or written exchange related to personal areas of experience

Outcome Two: To listen to, read and obtain information from spoken and written texts

Outcome Three: To produce a personal response to a text focusing on real or imaginary experience

ASSESSMENT TASKS

Writing and reading

• Projects and assignments, Kanji tests, Grammar, vocabulary and kanji quizzes and Classroom activities

Listening and speaking

• Conversation activities with classmates and teacher, Oral presentation, Listening comprehension exercises and Classroom activities

• Exam

MATERIALS & EQUIPMENT

• Textbook (To be announced later in the year)
• Japanese-English dictionary (Oxford Pocket Kenkyusha Japanese dictionary recommended)
• Exercise book
• Display folder
• Pencil/Mechanical pencil (NO pens)
• Eraser

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Japanese
To be undertaken in semesters 1 and 2

DESCRIPTION

Students will learn communication skills in Italian that assist their understanding of the connections between the language and culture. Focus will be on reading and comprehension, speaking and effectively using appropriate pronunciation, writing in paragraphs and using new vocabulary and grammatical structures through a range of different mediums. Topics covered are travel, tourism, ancient Italian history and industry.

OUTCOMES

Outcome One  To establish and maintain a spoken or written exchange related to personal areas of experience

Outcome Two  To listen to, read and obtain information from spoken and written texts

Outcome Three To produce a personal response to a text focusing on real or imaginary experience

Outcome Four  Exam

ASSESSMENT TASKS

AREA 1
- Monologue presentation: The students are required to present a 2 minute monologue to the class regarding their characteristics, personality traits, interests and hobbies.
- Dialogue with a partner: Informal assessment requiring students to have an interactive conversation with a classmate. Question and answer style
- Listening and writing exam.

AREA 2
- Power point presentation: a brief presentation on the day in the life of an Italian youth. The differences and similarities between Australian culture for a teenager and Italian culture for a teenager. Images and audio to be included
- Listening and writing exam

AREA 3
- Essay: a 1000 word essay on Italian tourism in Australia, how it benefits Australia, and how Australian culture is influenced by Italian culture. A brief look into Australian tourism in Italy should also be noted
- Listening exam

MATERIALS & EQUIPMENT

- Volare 2 course book
- Italian dictionary
- Scrap book
- Headphones
- Pens, glue stick, scissors, lead pencils, eraser, ruler, coloured pencils
- Volare 2 activity book
- A4 exercise book
- School diary
- USB
Maths
Maths for the Future

DESCRIPTION

Maths for the Future provides for the continuing mathematical development of students entering Foundation Mathematics at VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Maths for the Future there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study.

OUTCOMES

Outcome One Concepts and procedures – Student can confidently and competently use mathematical concepts and skills in the Area of Studies Patterns and Number and Measurement

Outcome Two Applications and Analysis – Student is able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results in the Area of Studies Patterns and Number and Measurement

Outcome Three Technology – Student is able to select and use technology to apply mathematics in a range of practical contexts in the Area of Studies Patterns and Number and Measurement

ASSESSMENT TASKS

- Assignments – 2 per semester.
- Topic Tests – 4 per semester
- Summary or review notes based on each topic.
- Projects – 1 per semester
- Short written responses – 2 per semester.
- Problem-solving and Modeling tasks – 4 per semester
- Exam

It would be expected that students use technology in a range of assessment tasks outlined above.

MATERIALS & EQUIPMENT

- Footscray City College (FCC) Booklet 1 & 2
- 1 Exercise Book
- Standard Calculator

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- Pre-requisite – Overall Report Result – Acceptable & A Pass at Year 9 Mathematics
DESCRIPTION

General Mathematics provides courses of study for a broad range of students. Some students will not study Mathematics beyond General Maths at Year 10, while others will intend to study General Maths Units 1 and 2 in Year 11 and hence Further Mathematics Units 3 and 4 in Year 12. The areas of study for General Mathematics are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’.

OUTCOMES

Outcome One: Concepts and procedures – can define and explain key concepts in Linear and Quadratic functions, graphs and algebra, applying a range of related mathematical routines and procedures.

Outcome Two: Applications and Analysis – can apply mathematical processes in non-routine contexts and analyse and discuss these applications.

Outcome Three: Technology – can select and appropriately use scientific calculators, spreadsheets and other computer facilities to develop ideas, produce results and carry out analysis in situations requiring mathematical problem solving and modelling.

ASSESSMENT TASKS

• Assignments – 2 per semester.
• Topic Tests – 4 per semester.
• Summary or review notes based on each topic.
• Projects – 1 per semester.
• Short written responses – 2 per semester.
• Problem-solving and Modeling tasks – 4 per semester.
• Exam

It would be expected that students use technology in a range of assessment tasks outlined above.

MATERIALS & EQUIPMENT

• 1 Exercise Book
• Textbook – To be advised
• Scientific Calculator – Abacus SX II Matrix
• Graphic Calculator – TI – INSPIRE if you aim to do Maths Method 1 & 2 at year 11 and then Maths Method 3 & 4 and/or Specialist Maths at year 12.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Pre-requisite – Overall Report Result – Excellent & Teacher Recommendation
Advanced Mathematics is designed as preparation for Mathematical Methods (CAS) Units 1 and 2. The areas of study are ‘Linear and Quadratic Functions and graphs’, ‘Algebra’ and ‘Probability’. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving and graph sketching, with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

OUTCOMES

Outcome One  Concepts and procedures – can define and explain key concepts in Linear and Quadratic functions, graphs and algebra, applying a range of related mathematical routines and procedures.

Outcome Two Applications and Analysis – can apply mathematical processes in non-routine contexts and analyse and discuss these applications.

Outcome Three Technology – can select and appropriately use scientific calculators, spreadsheets and other computer facilities to develop ideas, produce results and carry out analysis in situations requiring mathematical problem solving and modeling.

ASSESSMENT TASKS

• Assignments – 2 per semester.
• Topic Tests – 4 per semester
• Summary or review notes based on each topic.
• Projects – 1 per semester
• Short written responses – 2 per semester.
• Problem-solving and Modeling tasks – 4 per semester
• Exam

It would be expected that students use technology in a range of assessment tasks outlined above.

MATERIALS & EQUIPMENT

• 1 Exercise Book
• Textbook – To be advised
• Scientific Calculator – Abacus SX II Matrix
• Graphic Calculator – TI – INSPIRE if you aim to do Maths Method 1 & 2 at year 11 and then Maths Method 3 & 4 and/or Specialist Maths at year 12.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Pre-requisite – Overall Report Result – Excellent & Teacher Recommendation
Advanced Algebra is a unit (4 periods per week for 1 semester only) that will provide capable mathematics students with additional skills in algebra as a preparation for the study of VCE Mathematical Methods 1 & 2 and/or General Mathematics B 1 & 2. The unit aims to build on previously developed skills in mathematics and to extend skills in a selection of the following specific areas:

- Matrices and vectors
- Sequences and Series
- Quadratic Functions
- Cubic Functions
- Binomial Theorem
- Coordinate Geometry

OUTCOMES

Outcome One: Concepts and procedures – can define and explain key concepts in Linear and Quadratic functions, graphs and algebra, applying a range of related mathematical routines and procedures.

Outcome Two: Applications and Analysis – can apply mathematical processes in non-routine contexts and analyse and discuss these applications.

Outcome Three: Technology – can select and appropriately use scientific calculators, spreadsheets and other computer facilities to develop ideas, produce results and carry out analysis in situations requiring mathematical problem solving and modeling.

ASSESSMENT TASKS

- Assignments – 2 per semester.
- Topic Tests – 4 per semester.
- Summary or review notes based on each topic.
- Projects – 1 per semester.
- Short written responses – 2 per semester.
- Problem-solving and Modeling tasks – 4 per semester.
- Exam

It would be expected that students use technology in a range of assessment tasks outlined above.

MATERIALS & EQUIPMENT

- Footscray City College (FCC) Booklet 1 & 2
- 1 Exercise Book
- Scientific Calculator – Abacus SX II Matrix
- Graphic Calculator – TI – INSPIRE if you aim to do Maths Method 1 & 2 at year 11 and then Maths Method 3 & 4 and/or Specialist Maths at year 12.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- Pre-requisite – Overall Report Result – Excellent & Teacher Recommendation
This unit is recommended for students wanting to study Biology in VCE. In this subject students will investigate the following systems in the human body: digestive, circulatory, excretory and immune systems and also mechanisms of homeostasis. Students will be introduced to the chemical nature of the cell and the role of organelles in the production and transport of bio-molecules.

Genetics is an important part of today’s society and students will be investigating DNA and the genetic code, transmission of heritable characteristics. Students will also be introduced to genetic engineering and biotechnology.

The theory of evolution will be studied and students will investigate evidence for evolution and human evolution.

The students will develop their practical skills, report writing and problem solving, as well as developing their understanding of biological concepts which are important throughout the VCE biology study design.

**OUTCOMES**

Outcome One: Can describe and explain aspects of cellular structure and function. Can describe the characteristics of cells and the role of bio-molecules in cells.

Outcome Two: Can describe the function of enzymes and biochemical processes. Can explain energy transformation in cells photosynthesis and cellular respiration.

Outcome Three: Can describe and explain the relationship between features and requirements of the functioning organism.

**ASSESSMENT TASKS**

In this subject, students will have to complete the following set tasks:

- Research Report: collection and synthesis of relevant information in both written and diagrammatic forms.
- Practical reports: minimum of 4 in scientific format.
- Workbook: Containing class and homework exercises and summary notes.
- Exam.

**MATERIALS & EQUIPMENT**

- Writing materials
- Exercise book
- Display folder
- Scientific Calculator (graphic is acceptable)
- USB

**PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S**

- Biology
This unit is recommended for students planning on doing chemistry in VCE. In this subject students will investigate the experiments and theories of famous scientists who have contributed to the development of the periodic table. Students will be introduced to the chemical unit called the mole, and use this in determining the formulas of chemical substances both theoretically and practically.

Hydrocarbons are an important part of everyday life, and students will be investigating in chemistry principles, how crude oil is refined. Students will also be introduced to the universal naming system for classifying hydrocarbons.

Chemical interactions between surfaces are seen in medications, cosmetics, soaps, detergents, paints and even foods. Students will take a closer look at a number of everyday emulsions as well as making both temporary and permanent emulsions.

The student will develop their practical skills, report writing and problem solving, as well as developing their understanding of critical chemistry concepts which are important throughout the VCE chemistry study design.

OUTCOMES

Outcome One  Knowledge and understanding of the history of the periodic table, scientists who contributed and the role of theoretical and practical chemistry in society today

Outcome Two  Knowledge and understanding of hydrocarbons including their chemical makeup and structure and importance to industry

Outcome Three  Demonstrated understanding of the practical investigative process including prac technique and report writing

ASSESSMENT TASKS

In this subject, students will have to complete the following set tasks:
• Research Report: collection and synthesis of relevant information in both written and diagrammatic forms.
• Practical reports: minimum of 4 in scientific format
• Workbook: Containing class and homework exercises and summary notes
• Exam

MATERIALS & EQUIPMENT

• Writing materials
• Exercise book
• Display folder
• Scientific Calculator (graphic is acceptable)
• USB

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Chemistry
DESCRIPTION

General science is recommended for all students wishing to attain a base understanding before undertaking a specialist unit in Year 10 Science. Students will cover basic physics, chemistry and biology with an emphasis in environmental sciences.

Force, mass and movement – Students will learn about Newton’s laws of motion, how forces work in everyday life, with a focus on motor vehicle safety.

Genetics and Evolution – Students will investigate the basis for human heredity, inheritance and the origin of life on earth. They will also gain a greater understanding of current issues in the media including genetically modified food and organisms, genetic engineering and stem cell research. Practical exercises will be conducted, including the extraction of DNA from kiwifruit and observation under a microscope.

Environmental Sciences – Students investigate, create and produce a range of strategies and products that explore, encourage and communicate the responsible use and management of natural and processed resources.

OUTCOMES

Outcome One: Identify the adaptive behaviours that enable plants and animals to survive in their environments and the role of DNA and genes in determining patterns of inheritance.

Outcome Two: Understanding of the application of Newton’s 3 laws of Motion.

ASSESSMENT TASKS

In this subject, students will have to complete the following set tasks:

- Research Report: collection and synthesis of relevant information in both written and diagrammatic forms.
- Practical reports: minimum of 4 in scientific format
- Workbook: Containing class and homework exercises and summary notes
- Exam

MATERIALS & EQUIPMENT

- Science Alive 6 – text book
- Exercise book
- Writing materials
- Diary
- USB

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- Can be used in conjunction with a second specialist science unit at Year 10 as entry to Year 11 Science.
DESCRIPTION

This unit is recommended for students interested in studying Psychology in VCE. Students will be introduced to some of the key psychologists and theories that have contributed to the development of this scientific discipline. Students will investigate areas of neuro, social, developmental and clinical psychology including the brain and nervous systems, consciousness, body language, relationships and group behaviour, normality and abnormality. Students will study how the science of Psychology is advanced through empirical psychological research by taking part in class experiments and activities to learn about scientific method and the ethics of using animals and humans in research.

Students will develop an understanding of the major ideas of Psychology and the ways that knowledge is extended through research. They will develop skills in conducting empirical research, including data collection and analysis, critical evaluation of results, report writing and related ethical considerations.

OUTCOMES

Outcome One Can understand ethical principles that govern the study and practice of psychology and how to communicate psychological information, ideas and research findings

Outcome Two Can describe the lobes of the brain and some of their functions and understand the structure of the central and peripheral nervous systems

Outcome Three Can understand the application of psychology in personal, social and organisational contexts, and compare and evaluate psychological theories and concepts

ASSESSMENT TASKS

• Practical experimental reports: presented in the scientific format appropriate for Psychology
• Extended research assignment: location, collection and synthesis of relevant information, presented as podcast
• Workbook: containing class notes, and documenting participation in class activities and exercises
• Exam

MATERIALS & EQUIPMENT

• A4 exercise book
• USB memory stick
• Earphones
• College Diary

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Psychology
DESCRIPTION

Physical Science is an elective subject designed for students who are interested in the physical sciences and who would like to study Y11 and Y12 Physics in their VCE. The course content looks at the nature of matter, including particle theory and radioactivity physics, dynamics/kinematics and forces, forms of energy, energy transfer and storage, electronics, waves and sound, light and astronomy. Students will take part in practical activities including rocketry and practical investigations into energy, forces, motion and the behavior and nature of light.

OUTCOMES

Outcome One: Explain the behaviour and properties of materials in terms of their constituent particles and the forces holding them together.

Outcome Two: Understanding of the application of Newton’s 3 laws of Motion. Students develop a qualitative and quantitative understanding of the relationships between force, mass and movement.

ASSESSMENT TASKS

In this subject, students will have to complete the following set tasks:

• Topic tests (short answer and extended response) – 6 in total/one per topic taught.
• Research assignments and research presentations – 1 per term = 2 in total
• Practical investigation – a minimum of 6 summary reports.
• Data analysis – 1 per term = 2 in total
• Exam

MATERIALS & EQUIPMENT

• Science Alive 6 textbook
• USB memory stick
• A4 Exercise book.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Students who want to study Y11 Physics must choose this elective subject in Y10.
Technology
DESCRIPTION

In this unit students study local agricultural and horticultural companies and the factors that influence their operations. These include biological, historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project of their own. Such projects can include, vegetable growing, cut flower production, worm or chicken farming.

OUTCOMES

On completion of this unit students should be able to:

Outcome One: Plan, establish and grow plants to a saleable quality;

Outcome Two: Write a report on this enterprise;

Outcome Three Conduct a case study and report on an agricultural business in relation to its management and the technology used in its operation.

ASSESSMENT TASKS

• Enterprise – students will report on the planning, management, implementation and progress of their plant growing enterprise.
• Excursion Reports – students will visit two horticultural businesses with a focus on sustainability and report on each.
• Exam – Written component – students will complete a written exam at the end of the semester.
• Exam – Practical component – Students will be assessed on their practical plant growing skills.

MATERIALS & EQUIPMENT

• Writing materials
• Exercise book
Description

Students will gain a real insight into the games industry as they learn how to build video games for the Xbox console, experiencing quite sophisticated software. Students will also learn about all aspects of the games industry. Students will also learn how physics concepts are embedded in game making technology and learn different programming languages that incorporate these scientific concepts. In this course students will be learning about everything to do with video games, from where games came from, how to program games, and how to work in a team. This course will cover the basics of it all.

All of the development will be done using Microsoft XNA Game Studio 4.0 on both personal computers and Xbox 360 consoles.

Outcomes

Outcome One  Students will have developed a working knowledge of the problem-solving methodology in relation to the development of computer and video games

Outcome Two  Students will be able to use appropriate programming software tools to create computer games and video games that incorporate sound text images and animation to meet the needs of users.

Outcome Three Students will be able to understand the different roles and responsibilities of people who develop computer games within the game making industry.

Outcome Four: Students will understand the techniques for manipulating data and information and testing solutions within the context of game making.

Assessment Tasks

• E-portfolio of tutorial games students have developed for the Xbox
• Major Game Project
• Assignment on Physics Concepts in Game making
• Exam

Pre-Requisite or Recommended Study for VCE Subject/s

• Students who would like to learn programming using Visual Basic and Visual C# and who have a strong Science and IT background would be interested in this course. It will also appeal to students who are interested in studying Software Development in Y12.
DESCRIPTION

Students will gain appreciation, knowledge, understanding, and practical experience of technological systems commonly used in the automotive industry. The study integrates basic engineering and physics theory with a series of practical workshop tasks to enable students to understand how things work and develop a range of workshop skills to service various automotive systems.

Students also study fundamental electro technology principles as applied to the various electrical and control circuits on a modern car.

OUTCOMES

Outcome One: Students should be able to identify and explain the operation of various systems of an automobile including the function of component parts.

Outcome Two: Students should be able to understand and define a range of technical terms such as output power, gear ratio, engine efficiency, engine displacement, friction, speed and torque.

Outcome Three Students should be able to identify and safely use various tools in an automotive workshop to dismantle and reassemble a small internal combustion engine, diagnose and repair any faults in the engine and tune the engine to run efficiently.

ASSESSMENT TASKS

- Practical project work
- Project folio
- Research assignment
- Exam

MATERIALS & EQUIPMENT

- USB Memory Stick and College Diary
- Display folder and A4 Exercise Book
- Drawing Tools.
- Covered work boots/shoes

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

Leads to:
- VCE Physics Units 1 & 2
- VCE Systems Engineering
- VET Automotive Technology Studies
SYSTEMS TECHNOLOGY: ELECTRONICS AND ROBOTICS

DESCRIPTION

Unit one only
Students will gain appreciation, knowledge, understanding, and practical application of electronic circuitry and electro-mechanical systems. The study integrates basic engineering and physics theory with practical application in project and experiment tasks.

Students study fundamental electro technology and mechanical engineering principles. The unit allows for a ‘hands-on’ approach, as students apply their knowledge and skills to construct fully functioning robotic systems that incorporate sensors, processors, outputs and electro-mechanical sub systems.

OUTCOMES

Outcome One  Ability to identify basic electronic and mechanical components in devices
Outcome Two  Ability to produce electromechanical systems from assembly diagrams

ASSESSMENT TASKS

• Practical Project and Experiment Work
• Project Folio
• Evaluation Report
• Research Assignment
• Examination

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

Leads to:
• VCE Physics Units 1 & 2
• VCE Systems Engineering
• VCE Product Design & Technology
• VET Electrotechnology [Renewable Energy]
DESCRIPTION

Students will learn through practical application in food preparation and will use the technology process to plan, select, produce and evaluate for a range of design briefs. Students will study safe and hygienic work practices when handling and storing food to maximise quality and analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties using the design process. Students will consider the selection and use of a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods. Students will also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

OUTCOMES

Outcome One: Understand safe food handling practices
Outcome Two: Develop knife handling, garnishing and food styling skills
Outcome Three: Understand properties and nutrition of fruits and vegetables
Outcome Four: Understands the properties of meat, poultry, fish and eggs

ASSESSMENT TASKS

• DESIGN FOLIO: Students use the design process to research and implement solutions to a design brief. They use the design process (including the design brief, criteria for evaluation, research, the design plan and evaluation of processes and products) for a food product. They will prepare food safely and hygienically taking into account environmental considerations when planning and preparing meals.
• EVALUATION REPORT: Students write an evaluation report on the design and development of their food products; and evaluate the sensory properties of the food items, and evaluate the product using the evaluation criteria and the efficiency and effectiveness of production activities and processes used.
• RESEARCH REPORT: Students will investigate the most appropriate tools and equipment to produce optimum results, in food preparation, processing and cooking techniques including the latest developments in food technology.
• EXAM: Written exam using knowledge relating to the design process and its role in planning food products.
  Practical skills test in the preparation and presentation of food products.

MATERIALS & EQUIPMENT

• USB Memory Stick and College Diary
• Food Technology Textbook, display folder and Exercise Book
• Container to take food items home weekly

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

Leads to: Food and Technology Units 1 & 2, VET Hospitality [Kitchen Operations]
DESCRIPTION

This unit examines concepts to do with sustainability and energy efficient building design including building construction methods and materials, site orientation, climate zones, energy, water and waste services and layout. Students learn about these design considerations and develop building and modelling skills culminating in the design and construction of a scale model of an energy efficient house or residence.

OUTCOMES

Outcome One  Be able to describe how energy in Australia is generated and distributed and suggest ways in which renewable energy and passive solar building design can be utilised in modern buildings.

Outcome Two  Be able to analyse and evaluate the effectiveness of a range of building methods and building design principles.

Outcome Three Be able to apply the design process and a range of workshop skills to produce a scale model and design folio for an energy efficient house that satisfies a specified customer’s needs.

ASSESSMENT TASKS

• Project Work
• Project Folio
• Research Assignment
• Exam

MATERIALS & EQUIPMENT

• USB Memory Stick
• A3 Sketch book
• Exercise book

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

• Visual Communication and Design Unit 1 &2 VCE
• VCE Design and Technology Units 1 & 2
DESCRIPTION

Students learn the value of slow food and the connection between plate and planet. They prepare and enjoy healthy meals, explore new tastes and choose a balance of foods that enhance well-being. Students take seasonal local produce and create delicious meals giving thought to the sustainability of the recipes, such as the amount of water required, the number of saucepans and consequent washing up generated, the energy and number of gas burners required, the oven and other appliances used. The ingredients are considered with respect to questions about whether the producers have been paid a fair wage, if animals have been treated humanely, how much processing and packaging occurs, and whether the ingredients are grown locally or transported. Students learn through practical application and use the technology process to plan, select, produce and evaluate a range of recipes. They study safe and hygienic work practices when handling and storing food to maximise quality and consider the selection and use of a range of tools and equipment to prepare, process, cook and present a range of food items. Students also consider food labelling and how they are marketed.

OUTCOMES

Outcome One: Can recognize what aspects of dietary intake can lead to or prevent obesity.

Outcome Two: Can recognise how far a food travels to our table

Outcome Three: Can recognise quality produce and construct a meal from scratch using seasonal produce

ASSESSMENT TASKS

• Design Folio: Students use the design process to research and implement solutions to a design brief. They use the design process ((including the design brief, criteria for evaluation, research, the design plan and evaluation of processes and products) for a food product.

• Evaluation Report: Students write an evaluation report on the design and development of their food products and the efficiency and effectiveness of production activities.

• Research Report: Students will investigate the relationship between sustainable cooking and the environment using the most appropriate tools and equipment to produce optimum results.

• Exam: A 1.5 hour written exam using knowledge about the design process and its role in planning and preparing food products sustainably.

MATERIALS & EQUIPMENT

• USB Memory Stick and College Diary
• Food Technology Textbook, display folder and Exercise Book
• Container to take food items home weekly

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

Leads to Food and Technology Units 1 & 2 and VET Hospitality Kitchen Operations Year 11
DESCRIPTION

This unit is largely a “hands on” project based experience where students learn how to design and make products using a range of design and technology processes. Students learn how to assess and control risks, describe and quantify materials before using tools and machinery to manufacture projects made predominantly from timber. CAD software and wood machining including CNC machining are also features of the unit.

OUTCOMES

Outcome One: To be able to assess, record and control the risks associated with using a range of woodworking equipment and technology processes to manufacture projects.

Outcome Two: To be able to apply a design process to plan and fully specify a wood based project. The stages in the process will be documented in a project folio.

Outcome Three: To be able to safely use a range of hand and wood machining tools and equipment to make various parts, assemble the parts and finish a wood design project to a high standard.

ASSESSMENT TASKS

• Practical Project Work
• Project Folio
• Research Assignment
• Examination
PRODUCT DESIGN

DESCRIPTION

This unit is largely a “hands on” project based experience where students learn how to design and manufacture products using a range of design and technology processes including some emerging technologies such as CAD/CAM and rapid prototyping. Students learn how to assess and control risks, describe and quantify materials before using tools and machinery to manufacture projects made from a range of materials such as polymers, metals and timbers. Students document the processes used in the design and development of the products in a project folio that includes digital images, CAD drawings, gantt charts, spreadsheets and other computer generated graphic organisers.

OUTCOMES

Outcome One To be able to assess, record and control the risks associated with using a range of workshop equipment and technology processes to manufacture products.

Outcome Two To be able to apply a design process to plan, develop, fully specify and manufacture a series of design projects suitable for sale. The stages in the process will be documented in a project folio.

Outcome Three To be able to use dedicated CAD/CAM software to design and CNC manufacture a variety of products to meet the requirements of a series of negotiated design briefs.

ASSESSMENT TASKS

- Practical Project Work
- Project Folio
- Research Assignment
- Examination

MATERIALS & EQUIPMENT

- USB Memory Stick
- A3 Sketch book
- Exercise book

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

- Visual Communication and Design Unit 1 & 2 VCE
- VCE Product Design and Technology Units 1 & 2
- VET Electrotechnology [Renewable Energy]
VCE offerings at Year 10
UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

OUTCOMES

1. On completion of this unit the student should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. On completion of this unit the student should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

ASSESSMENT TASKS

• Folio of accounting exercises
• Assignment
• Topic tests
• Examination

UNIT 2: COMMUNICATION AND MANAGEMENT

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

OUTCOMES

1. On completion of this unit the student should be able to record financial data and report accounting
2. On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
3. On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

ASSESSMENT TASKS

• Folio of accounting exercises
• Case study
• Topic tests
• Examination
In this unit students study local agricultural and horticultural business operations and the factors that influence these operations. These include, biological, historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project of their own. Such projects can include, vegetable growing, cut flower production, worm or chicken farming.

OUTCOMES

1. On completion of this unit the student should be able to plan, implement and evaluate management and production activities to operate a small agricultural and/or a horticultural business project involving the care and monitoring of living plants or animals

2. On completion of this unit the student should be able to plan, implement and evaluate management and production activities to operate a small agricultural and/or a horticultural business project involving the care and monitoring of living plants or animals

ASSESSMENT TASKS

• Excursion participation and written report
• Practical demonstration of the growing of plants
• Enterprise report
• Examination

UNIT 2 - PRODUCTION

This unit focuses on an analysis of production systems in terms of time, and physical, biological, social and economic factors. A scientific approach to investigating aspects of production is also included in this unit. The role of production systems in adding value to products is explored through an agricultural and/or horticultural business. Students will visit agricultural and horticultural businesses for their investigations.

Outcomes

1. On completion of this unit the student should be able to describe the nutritive and reproductive processes of plants and animals, their application to agricultural and/or horticultural production systems, and specific biological and environmental factors that influence production systems.

2. On completion of this unit the student should be able to plan, implement, monitor and evaluate the production processes and marketing for a small agricultural and/or horticultural business project, demonstrating how the business adds value to the product and manages risk.

ASSESSMENT TASKS

• Practical demonstrations
• Horticultural zones report
• Excursion participation and written report
• Examination
UNIT 1
This unit enables students to explore the potential of the body as an instrument of expression. Students will learn about and develop technical and physical dance skills. Students will learn to apply the knowledge of the safe use and care of the body in the development of their physical skills and body actions. They explore and perform dance works originating from different dance making processes and discuss cultural influences on the movement and ideas communicated in their own and others’ dances.

OUTCOMES
1. Describe and document the expressive intention, body actions and technical and physical skills used in their own and other choreographers’ dance works; and discuss cultural influences that impact on their own dance-making.
2. Choreograph and perform, solo or group dance work with a unified composition and complete structured improvisations.
3. Expressively and safely execute the body actions of a learnt solo or group dance work to communicate the intention of the choreographer.
4. Describe the safe use, maintenance and physiology of the dancer’s body and describe methods and alignment principles which facilitate the development of technical and physical skills.

ASSESSMENT TASKS
• Dance analysis written report
• Anatomy written test
• Learned group dance performance
• Choreography and performance of solo/small group dance work
• Exam

UNIT 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement, time, space and energy and the study of form. Students apply their understanding of form and expression to the dance making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to pre-1930 dance traditions, styles and/or works.

OUTCOMES
1. Analyse and discuss ways elements of movement are manipulated to communicate an expressive intention, and cultural influences on selected pre-1930 dance traditions, styles and/or dance works.
2. Choreograph, describe and perform a solo or group dance work and complete structured improvisations.
3. Expressively execute the elements of movement in a learnt solo or group dance work to communicate the choreographer’s expressive intention, through the safe use of technical and physical skills, and analyse the processes used to learn, rehearse and perform the work.

ASSESSMENT TASKS
• Written Report
• Exam – Solo performance
• Learnt group work
UNIT 1 - THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH

This unit investigates the health and human development of Australia’s youth (from twelve to eighteen years of age). In this unit students will identify issues that impact on the health and development of Australia’s youth – communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. Students will investigate one health issue in detail and analyse personal, community and government strategies that affect youth health and development.

OUTCOMES

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

ASSESSMENT TASKS

- Case Study
- Written response
- Written report
- Examination

UNIT 2 - INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

In this unit there is a focus on the investigation of the key health and developmental issues affecting the life stages of both childhood (conception to twelve years of age) and the sixty years that comprise the stage of life known as adulthood. Key elements such as role of family and community, advances in technology, the ageing Australian population and the growing use of alternative health services will be explored.

OUTCOMES

1. On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.
2. On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.
3. On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

ASSESSMENT TASKS

- Case study
- Data Analysis
- Test
- Examination
UNIT 1 - TWENTIETH CENTURY HISTORY 1900-1945

The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people’s lives. Significant historical issues such as the First and Second World Wars, the Spanish Civil War and the end of much of Europe’s monarchies are studied, as well as their impacts upon society in Australia.

OUTCOMES

1. Analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.

2. Analyse and discuss patterns of social life and the factors which have influenced changes to social life in the first half of the twentieth century.

3. On completion of this unit the student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

ASSESSMENT TASKS

• Essay
• Analysis research graphic
• Examination

UNIT 2 - TWENTIETH CENTURY HISTORY 1945-2000

This unit considers some of the major themes and principal events of post–World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. A major study of the Vietnam War and its influence on Australian families, society and internal politics is studied.

OUTCOMES

1. Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.

2. Evaluate the impact of a challenge/s to established social, political and/or economic power during the second half of the twentieth century.

3 Analyse issues faced by communities arising from political, economic and/or technological change

ASSESSMENT TASKS

• Research project
• Film Analysis
• Oral Presentation
• Essay
• Examination
UNIT 1 - IT IN ACTION

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students use software to create solutions and information products, for example: web authoring and multimedia authoring, image editing software and database management software.

OUTCOMES

1. Transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience’s skills or work practices.
2. Solve an information problem by collecting data and using database management software to manipulate that data.
3. Contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

ASSESSMENT TASKS

• Production of on screen information product
• Networks test
• Examination

UNIT 2 - IT PATHWAYS

This unit focuses on how individuals and organizations use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet clients’ needs. They also examine how networked information systems are used within organisations. Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, the other software tool should be selected from these types of software: web authoring and multimedia authoring. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

OUTCOMES

1. Demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.
2. Represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.
3. Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

ASSESSMENT TASKS

• Data visualisation presentation
• Design of a simple program
• Team work and collaboration
• Examination
UNIT 1: CRIMINAL LAW IN ACTION

This unit explores the need for laws in society. Students will investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through an investigation of cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament in law making.

OUTCOMES

1. Explain the need for effective laws and describe the main sources and types of laws in society.
2. Explain the key principles and types of criminal law, apply key principles to selected cases and discuss the impact of criminal activity on the individual and society.
3. Describe the processes for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

ASSESSMENT TASKS

• Legal folio and report
• Class test
• Application exercises
• Exam

UNIT 2: ISSUES IN CIVIL LAW

This unit focuses on the rights that are protected by civil law and the obligations that laws impose. Investigations of civil laws, related cases and issues will be undertaken so that an appreciation of the role of civil law in society will be gained. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.

OUTCOMES

1. Explain the principles of civil law, law making by courts and elements of torts and apply these to cases.
2. Evaluate the processes for the resolution of civil dispute.
3. Explain one or more areas of civil law and discuss the legal system’s capacity to respond to issues and disputes.

ASSESSMENT TASKS

• Legal folio
• Legal action presentation
• Class tests
• Exam
UNIT 1

This unit focuses on the ways literary texts represent human experience, ideas and views of life. The reading strategies that students need to develop in order to increase their understanding of a text are investigated. Students will respond to a range of texts personally, critically and creatively. The variety of texts studied include, poetry, prose, drama and non-print text.

OUTCOMES

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

ASSESSMENT TASKS

- Personal response to text
- Analysis and critical response to text
- Creative commentary on text
- Exam

UNIT 2

The focus of this unit is on students' critical and creative responses to literature and to an understanding of how themes and ideas in literature relate to personal and social experiences. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text and their understandings of the ways their own culture and the cultures are represented in literature. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

OUTCOMES

1. Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
2. Produce a piece of writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

ASSESSMENT TASKS

- Discussion of ideas and concerns in text
- Critical analysis
- Written comparison of text
- Exam
UNIT 1 REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

Students develop an understanding of the relationship between the media, technology and the representations present in media forms. They will study the relationships between media technologies, audiences and society. Students develop practical and analytical skills in the creation of meaning in media products. An exploration of the cultural impact of new media technologies will also be made.

OUTCOMES

1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. Produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.
3. Discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

ASSESSMENT TASKS

• Written Report
• Production
• Analysis
• Exam

UNIT 2. MEDIA PRODUCTION AND THE MEDIA INDUSTRY

This unit will enable students to develop their understanding of the specialist production stages and roles within the organisation of media production. Students will participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments within the framework in which Australian media organisations operate.

OUTCOMES

1. Demonstrate specialist production skills within collaborative media productions and reflect on the media production process.
2. Discuss media industry issues and developments relating to the production stages of a media production and specialist roles within the media industry.
3. Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

ASSESSMENT TASKS

• Written Report
• Production
• Analysis
• Exam
UNIT 1 REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

Students work with playscripts from the pre-modern era, this period includes Ancient Greek, Roman, Elizabethan and Shakespearean theatre, Restoration comedies and non-Western theatre like Chinese Opera, amongst others. Students perform from certain plays and excerpts from plays by exploring the acting and staging techniques of different theatrical eras and styles. Students attend live performance and analyse and interpret scripts and productions. Students research theatrical styles through their interpretation of the play they choose to perform.

OUTCOMES

1. On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the pre-modern era.
2. On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.
3. On completion of this unit the student should be able to analyse a performance of a play script from the pre-modern era in performance.

ASSESSMENT TASKS

- Written analysis
- Performance of chosen script from pre-modern era
- Analysis of play from pre-modern era

UNIT 2: THEATRICAL STYLES OF THE MODERN ERA.

Students again have 3 main outcomes this time focusing on plays and performances of the modern era, or post 1880's. Styles to be researched and plays to be interpreted and performed might come from Chekhov, Brecht, Stanislavsky, Beckett, Ibsen and others in the modern movements. Students research and also perform from certain plays, taking in all aspect of the production including the costumes, direction, lighting, appropriate acting style and a focus on the production process.

OUTCOMES

1. On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.
2. On completion of this unit the student should be able to apply stagecraft to interpret play scripts from the modern era.
3. On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

ASSESSMENT TASKS

- Written analysis
- Performance of chosen script from modern era
- Analysis of play from modern era
VET offerings at Year 10
VCE / VET Hospitality

SIT20307: CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)

COURSE AIMS

To provide access to a range of potential career paths within the hospitality industry. Provide training and skill development for the achievement of competence in areas such as commercial cookery. Enable participants to gain a recognised credential and make a more informed choice of vocation or career path.

HOSPITALITY CLASSES:

Classes for Units 1-2 or Units 3-4 run from 1.00pm -5.00pm

CONTRIBUTION TO VCE/VCAL

VCE: VCE students are eligible for up to four VCE VET units- Units 1, 2, 3 and 4
ATAR (Scored Assessment)
VCAL: This program also contributes to Industry Specific Skills

STRUCTURED WORKPLACE LEARNING (COMPULSORY FOR HOSPITALITY)

Unit 1 & 2: Students must complete a minimum of 40 hours at a work placement
Units 3 & 4: Students must complete a compulsory 40 hours (this includes 12 shifts a min of 3 hours per shift) at a work placement.

COURSE OUTLINE

SIT20307: CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)

<table>
<thead>
<tr>
<th>VCE VET UNITS 1 &amp; 2</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCOM001A</td>
<td>Work with Colleagues and Customers</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>Work in a Socially Diverse Environment</td>
</tr>
<tr>
<td>SITXOHSS001B</td>
<td>Follow Health, Safety and Security Procedures</td>
</tr>
<tr>
<td>SITHIND001B</td>
<td>Develop and Update Hospitality Industry Knowledge</td>
</tr>
<tr>
<td>SITXOHSS002A</td>
<td>Follow Workplace Hygiene Procedures</td>
</tr>
<tr>
<td>SITHCC005A</td>
<td>Use Basic Methods of Cookery</td>
</tr>
<tr>
<td>SITCCC001B</td>
<td>Organise and Prepare Food</td>
</tr>
<tr>
<td>SITHCC002A</td>
<td>Present Food</td>
</tr>
<tr>
<td>SITCCC003B</td>
<td>Clean &amp; Maintain Kitchen Premises</td>
</tr>
<tr>
<td>SITCCC003B</td>
<td>Receive and Store Kitchen Supplies</td>
</tr>
</tbody>
</table>

Other Requirements: Students are required to wear a chef’s uniform. Approximate cost of the uniform is $80. This is in addition to the Course Fee.

Additional: Students will also need to purchase a Hospitality workbook. This is in addition to the Course Fee.

Students undertaking this Hospitality course will be required to participate in 2-3 catering events outside normal class time as part of the course requirement.
PROGRAM 3: CUS30209 CERTIFICATE III IN TECHNICAL PRODUCTION

COURSE AIMS

Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Completion of Certificate III in Technical Production prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management. With additional training and experience, potential employment outcomes may include sound technician, tour crew member, studio engineer, theatre/television and audio technician.

Total number of units required for this qualification is fifteen.
Units 1 and 2: six compulsory and four elective units
Units 3 and 4: five compulsory units.

CONTRIBUTION TO VCE/VCAL

Successful completion of this VCE/VET program means students are eligible for the CUS30209 Certificate III in Technical Production and recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.
Student Workplace Learning (SWL)
Recommended 40 hours of work placement

Certificate III in Technical Production includes the following units of competency listed by code and name

COURSE OUTLINE

CUS30209 CERTIFICATE III IN TECHNICAL PRODUCTION

<table>
<thead>
<tr>
<th>VCE UNITS 1 &amp; 2 (YEAR 11)</th>
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</thead>
<tbody>
<tr>
<td>CODE</td>
</tr>
<tr>
<td>CORE</td>
</tr>
<tr>
<td>BSBWOR203A</td>
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<tr>
<td>CUECOR01C</td>
</tr>
<tr>
<td>CUEIND01C</td>
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<tr>
<td>CUSOH301A</td>
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<tr>
<td>CUFMMP301A</td>
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<tr>
<td>CUFSOU204A</td>
</tr>
<tr>
<td>ELECTIVES (CHOICE OF FOUR UNITS)</td>
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<tr>
<td>CUSIND302A</td>
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<tr>
<td>CUESOU01E</td>
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<tr>
<td>CUSMMPF202A</td>
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<tr>
<td>CUSSOU201A</td>
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<tr>
<td>CUSMCP301A</td>
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VCE / VET MUSIC INDUSTRY