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OUR KEY VALUES AND RIGHTS

OUR KEY VALUES

At Footscray City College our key values are:

**ACHIEVEMENT**
- A culture of achievement and the pursuit of personal excellence in learning
- Development of the full potential of the individual student, including their intellectual, creative, social, emotional and physical aspect
- Development of skills, attributes and confidence to meet the challenges of the future

**RESPECT**
- Respect for others, the environment and self
- Respect for learning
- Respect for each other’s differences and talents
RESPONSIBILITY

• Responsibility for one’s learning
• Responsibility to work cooperatively and productively with others
• Responsibility to actively to engage in the community caring for others and the environment

From these three key values come a set of basic rights that are fair and applicable 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 we all make a positive contribution
THE YEAR 10 PROGRAM

The purpose of this Handbook is for students and parents to read and become familiar with units offered at Year 10 and to then map out and choose a suitable program. The program choices can be made on the Year 10 Selection Sheet. The final program for any student will then be confirmed by the college.

It is important to understand the structure of Year 10. Compulsory Core Units are undertaken along with elective Specialist Units that may be added to the Core.

Further detail and explanation of Core and Specialist units is contained in this Handbook and sample programs are set out on the next page.

Note that a unit of study is one semester in length.
COMPULSORY CORE UNITS:

English: Two units: common for all students
Maths: Two units: selected from one of Maths for the Future, General Maths, or Advanced Maths
Health Ed/Phys Ed/ Future Directions: Two units: common for all students
Humanities: One Unit: selected from one of History or Big History
Science: One unit: selected as their core
Art/Technology: One unit: selected as their core

ADDITIONAL SPECIALIST UNITS:

Students are able to add to their compulsory core studies in all curriculum areas by selecting from a range of one-semester length specialist units. This provides students with the opportunity to expand upon their particular interests and ambitions.

The Arts: Art, Dance, Digital Art, Drama, Fashion and Textiles, Music Performance, Photography, Visual Communication & Media
English: Creative Writing, Literature
EAL: Oral History, Australian Outlooks
Health PE: Advanced Sport, Coaching, Fit For Life and Outdoor Education
Humanities: Make Poverty History, You be the Judge, Big History, Young Researchers
Languages: Italian, Japanese
Maths: Advanced Algebra
Science: Biology, Chemistry, General Science, Psychology, Physics, and Environmental Science
# THE YEAR 10 PROGRAM

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ENGLISH / EAL
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  Create and present texts taking into account audience, purpose and context
Outcome Three  Identify and discuss either in writing and/or orally how language can be used to persuade readers and / or viewers.

ASSESSMENT TASKS

• 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: Jasper Jones, Romeo and Juliet
• USB

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE English

COST  $20.00 Per semester
**LITERATURE**

**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:** 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.
- Exam

**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. Spiegelman

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

VCE English & Literature

**COST** $20.00
CREATIVE WRITING

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 provides preparation for the context section of VCE English.

OUTCOMES

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

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

Outcome Three
Demonstrate 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
• Exam

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

VCE English, Literature, Drama & Theatre Studies.

COST
$20.00
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 be also 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 the results 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:
- A4 size exercise books (covered in plastic)
- exercise book to be used for vocabulary (covered in plastic)
- plastic-pocket folder
- scissors and glue
- highlighters (a packet of 5)
- ruler
- red, blue and black pens,
- a small dictionary/thesaurus

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE EAL

COST $20.00 per semester
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**
Identify and discuss key aspects of a set text, and to construct a response in oral form.

**Outcome Two**
Create and present texts taking account of audience, purpose and context.

**Outcome Three**
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.
- Interviewing a recent migrant gathering information about why this person migrated and became an Australian citizen.
- Oral presentation – “The benefits of Multiculturalism in Australian Society”
- Exam

**MATERIALS & EQUIPMENT**

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

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

VCE EAL & Australian and Global Politics

**COST**

$20.00
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 of Australia

**Outcome Three:** Understand the roles of political parties and voting systems in Australia

**ASSESSMENT TASKS**

- Extended writing task
- Research task
- Oral Presentation
- Exam

**MATERIALS & EQUIPMENT**

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

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

VCE EAL & Australian and Global Politics

**COST**

$20.00
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  Confidently and competently use mathematical concepts and skills in the Area of Studies Patterns and Number and Measurement

Outcome Two  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  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

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

VCE Foundation Maths

COST  $20.00
GENERAL MATHS

DESCRIPTION


OUTCOMES

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

Outcome Two  Apply mathematical processes in non-routine contexts and analyse and discuss these applications.

Outcome Three  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

- Textbook – To be advised
- 1 Exercise Book
- Scientific Calculator – Abacus SX II Matrix
- Graphic Calculator – TI – INSPIRE (if aiming for Maths Methods in Year 11).

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE General Maths & possibly Math Methods

COST  $20.00
ADVANCED MATHS

DESCRIPTION

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  Define and explain key concepts in Linear and Quadratic functions, graphs and algebra, applying a range of related mathematical routines and procedures.

Outcome Two  Apply mathematical processes in non-routine contexts and analyse and discuss these applications.

Outcome Three  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 Modelling tasks – 4 per semester
- Exam

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

MATERIALS & EQUIPMENT

- Textbook – To be advised
- 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

VCE Math Methods & General Maths

COST  $20.00
Advanced Algebra is a unit 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, Quadratic Functions, Cubic Functions, Binomial Theorem and Coordinate Geometry.

OUTCOMES

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

Outcome Two: Apply mathematical processes in non-routine contexts and analyse and discuss these applications.

Outcome Three: 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 Modelling 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

VCE Math Methods

COST $20.00
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  Creation of a folio of design work using a variety of materials and techniques

Outcome Two  Identification of 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.
- Identifies 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 upon:
- the different interests and approaches of selected artists from different culture 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

VCE Studio Arts & Art

COST $50.00
DESCRIPTI ON

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
Describe the safe use, care and functions of a dancer’s body.

Outcome Two
Discuss choices made by dance makers in the development of their own and the dance works of others.

Outcome Three
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

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

VCE Dance

COST $30.00
DIGITAL ART

DESCRIPTION

Students learn skills in digital animation, digital drawing and digital photography applying the tools and techniques of Photoshop Elements and Flash Animation. Each student completes a series of skill building exercises and makes a product exploring a theme in each area. Students learn to design and plan for the making of their products and to document the decisions they have made and the skills they have developed. Students also learn about the work of artists working in the digital environment. They complete worksheets and research tasks.

OUTCOMES

Outcome One
Creation of a folio of design work using a variety of materials and techniques.

Outcome Two
Identification of the way artists from different times and locations have sourced inspiration and produced artworks.

ASSESSMENT TASKS

Folio
Development of 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:

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

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Art & Studio Arts

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.

MATERIALS & EQUIPMENT

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

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Drama & Theatre Studies

COST  $30.00
FASHION / TEXTILES

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 art works including garments and textile products. Students will research the works of artists and designers in the Fashion and Textile Industry.

OUTCOMES

Outcome One

Creation of a folio of design work using a variety of materials and techniques

Outcome Two

Use of 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

You will maintain a visual diary for;

- 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

VCE Studio Arts & Art

COST

$30.00
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  Describe and compare representations in a range of media texts and forms
Outcome Two  Use concepts of representation, selection, omission and construction in the evaluation of media texts
Outcome Three  Discuss how the media can influence perspectives and social values
Outcome Four  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
- Exam

MATERIALS & EQUIPMENT

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

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Media

COST $30.00
MUSIC PERFORMANCE

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

VCE Music Performance & VET Technical Production (Music)

COST  $50.00
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  Application of design elements, principles and composition in personal art works
Outcome Two  Identification of knowledge of photographic equipment, and techniques
Outcome Three  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

VCE Art & Studio Arts

COST  $50.00
VISUAL COMMUNICATION AND DESIGN

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
Use traditional drawing instruments and free hand sketching methods to design and produce 3D images that represent real objects.

Outcome Two
Use traditional drawing instruments and CAD software to produce Third Angle Orthogonal Drawings of a range of items.

Outcome Three
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

VCE Visual Communication and Design, Art, Studio Arts and VET Furnishing

COST
$40.00
**HEALTH EDUCATION**

**Core Unit**

**DESCRIPTION**

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**
Investigate and identify Mental Health issues relevant to young people

**Outcome Two**
Investigate and identify knowledge of harm minimization strategies

**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)

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

VCE Health and Human Development, Physical Education & VET Sport and Recreation

**COST** $20.00
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 on 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 Biomechanics in a variety of settings.

**OUTCOMES**

**Outcome One**  
Display appropriate behaviour and work collaboratively to complete tasks in teams

**Outcome Two**  
Explain and apply the principles of fitness components and other theory areas to increase sporting performance

**ASSESSMENT TASKS**

- Full participation in practical classes
- Enhancing Performance Assessment and Fitness Analysis
- Introduction to Event/Tournament Management including running a practical event in class.
- Biomechanics Theory tests.
- Class tests
- 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)

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

VCE Health and Human Development, Physical Education & VET Sport and Recreation

**COST**  
$20.00
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.

Examples of class activities include: completion of practical participation in a range of sports in order to analyse advanced skills, learning and use of Dartfish (Sport Analysis) software program to analyse Biomechanics and establish how to improve skill levels, plan and conduct sport coaching sessions, attend external samples of coaching sessions from various sports/ clubs or sporting competitions, interviewing and analysis of a successful sports coach and the planning of a seasonal Coaching unit for a chosen sport.

**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**
Explain and analyse the components of being a successful coach

**Outcome Four**
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

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

VCE Health and Human Development, Physical Education, VET Sport and Recreation

**COST**
$20.00 + TBA for external activities
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

Outcome One  Demonstrate an ability to effectively utilise and reflect upon a variety of personal learning tools
Outcome Two  Demonstrate an awareness of a variety of resources and strategies to effectively develop social and emotional well being
Outcome Three Demonstrate 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

COST  TBA - Excursions
FIT FOR LIFE

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

COST
$20 + practical activities and excursions
OUTDOOR EDUCATION

DESCRIPTION

This subject explores human interaction with outdoor environments. It is concerned with the impacts of humans on the physical environment and allows students to develop environmental awareness through a range of practical outdoor experiences. Expedition, navigation and wilderness first aid skills are a strong focus and lead into a three day hiking expedition. Students will have the opportunity to develop skills in mountain biking, indoor/outdoor climbing and overnight hiking. Other topics will include personal safety and analysis of weather patterns.

OUTCOMES

Outcome One

Analyse the impact of human interaction on the environment with reference to specific outdoor experiences.

Outcome Two

Identify skills specific to expeditions, navigation and personal safety.

ASSESSMENT TASKS

- Research Assignment
- Expedition Skills
- Adventure Activities
- Folio
- Exam

MATERIALS & EQUIPMENT

- Equipment lists provided when required
- A4 Lined notebook
- Plastic Pockets

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Outdoor and Environmental Studies, Physical Education & VET Sport and Recreation

COST

TBA
HISTORY

DESCRIPTION

The Year 10 curriculum provides a focus on the Modern World and Australia (1918–1939). Students complete two in-depth studies: World War 2 (1939 – 1945) and Rights and Freedoms (1945 – present).

OUTCOMES

Outcome One
Refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time.

Outcome Two
Sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time.

ASSESSMENT TASKS

- Oral Presentation
- Research Assignment
- Extended writing task
- Exam

MATERIALS & EQUIPMENT

- College Diary
- USB memory stick
- Earphones/headphones
- History Alive 10
- A4 folder, dividers and A4 paper
- A4 display book and plastic pockets

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Humanities subjects: History – Twentieth Century & Revolutions and Global Politics. 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.

COST
$20.00
BIG HISTORY
Core or Elective Unit

DESCRIPTION

Developed by historian David Christian at Macquarie University and funded by Bill Gates of Microsoft, Big History offers a fresh perspective on the history of the universe, the Earth and the ‘globalised’ world in which we live. The unit draws on key themes, questions and outcomes from VCE Philosophy, History and Australian and Global Politics study designs. Areas of study include: “The Big Stories” – gods, science and knowledge, the development of human societies from agricultural communities through to the modern day, the study of major social revolutions, dilemmas facing the modern world and the defining of a better future in the 21st century.

OUTCOMES

Outcome One  Apply methods of philosophical inquiry to the analysis of religious and scientific arguments for the origins of the Universe, the Earth and humans.

Outcome Two  Evaluate the role of ideas, leaders, movements and events in the development of the French Revolution.

Outcome Three  Explain the characteristics of contemporary global crises; environmental degradation and economic instability

ASSESSMENT TASKS

- Reflective journal entries
- Independent research paper
- Conference style presentation paper
- Exam

MATERIALS & EQUIPMENT

- Maps of Time: An introduction to Big History by David Christian
- Booklet of reading materials
- Exercise book

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE English, Literature, Philosophy, History – Twentieth Century/Revolutions, Australian and Global Politics & Environmental Science.

COST  $20.00
MAKE POVERTY HISTORY

DESCRIPTION

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 and U.N. Millennium Development Goals

Outcome Two  Explain the Human Development Index and sustainability

Outcome Three  Outline factors affecting water as a resource and generalise about solutions to water scarcity

ASSESSMENT TASKS

- Extended writing task/expository essay
- Research task
- Analysis task
- 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

VCE Humanities subjects: History – Twentieth Century & Revolutions and Global Politics. 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

COST  $20.00
DEScRi PTi On

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 One
Explain the need for effective laws and describe the main sources and types of laws in society.

Outcome Two
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

MATERi ALS  & Eq Ui PMEnT

• A4 loose leaf folder
• Pens
• Plastic pockets

PRE -REqUiSi TE  OR  R Ec OMMEnDEd  S TUDY  FOR  VcE SUBJEcT/S

VCE Humanities subjects: Legal Studies, Australian and Global Politics, History - Twentieth Century and Revolutions, Outdoor and Environmental Studies, Philosophy, 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 and local issues, research and writing skills.

COST

$20.00
DESCRIPTION

In this unit students will study how the Footscray community is changing. Small student teams will each research a key issue of local community change (in jobs, politics and the environment). Teams will share knowledge and ideas to imagine how Footscray might look in the future and how we might act to improve the Footscray community. Teams will prepare displays of their research findings. At the end of the semester, teams will use these displays to talk with audiences – friends, teachers, parents, community members, tertiary educators – about what they have learned and how the see Footscray changing in the future.

OUTCOMES

Outcome One
Develop research skills using multiple media to investigate local community issues that affect our own and others futures.

Outcome Two
Understand how local and global social changes are connected.

Outcome Three
Develop an understanding of being a social citizen who can work collaboratively with others to imagine and pursue desirable futures.

ASSESSMENT TASKS

- Team displays of information and knowledge developed through research that include individual folders of contribution
- Team presentations to audiences that include an individual contribution
- Classroom participation
- Exam

MATERIALS & EQUIPMENT

- School netbook
- USB memory stick
- Notepad and pens
- Display folders

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Humanities subjects: Australian and Global Politics, 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 and local issues, research and writing skills.

COST

$20.00
JAPANESE

Specialist Unit (to be undertaken in both 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
Establish and maintain a spoken or written exchange related to personal areas of experience

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

Outcome Three
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

VCE Japanese

COST
$20.00
ITALIAN

Specialist Unit (to be undertaken in both 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
Establish and maintain a spoken or written exchange related to personal areas of experience

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

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

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 and the differences and similarities between teenage Australian and Italian culture. 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
- Written Exam

MATERIALS & EQUIPMENT

- Volare 2 course book
- Italian dictionary
- Scrap book
- Headphones
- USB
- Pens, glue stick, scissors, lead pencils, eraser, ruler, coloured pencils

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Italian

COST
$20.00
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
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
Describe the function of enzymes and biochemical processes including explaining energy transformation in cells during photosynthesis and cellular respiration.

Outcome Three
Describe and explain the relationship between features and requirements of the functioning organism.

ASSESSMENT 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

VCE Biology, Environmental Science & VET Horticulture

COST

$20.00 plus excursion costs
DESCRiPTION

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 Understanding of the history of the periodic table, scientists who contributed and the role of theoretical and practical chemistry in society today

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

Outcome Three Understanding of the practical investigative process including practical technique and report writing

ASSESSMENT 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

VCE Chemistry, Biology & Environmental Science

COST $20.00
ENVIRONMENTAL SCIENCE

DESCRIPTION

In this subject students will further their understanding of the structure, function and diversity of natural ecosystems and biogeochemical cycles and evaluate the impacts of human activities on them. Students are to examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. They will investigate the interactions between natural and human systems and in doing so will consider several scientific disciplines including biology, ecology, physics, chemistry, geology and social sciences. This subject will thus complement students’ current and future studies within these disciplines. While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

OUTCOMES

Outcome One  Identify and describe the components and natural processes within the environment.

Outcome Two  Understand and use selected techniques to monitor the environment.

ASSESSMENT 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

- A4 exercise book or equivalent
- USB memory stick
- Earphones

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Environmental Science, Biology & Chemistry

COST  $20.00 plus any specialist field activity costs.
GENERAL SCIENCE

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

Understand the application of Newton’s 3 laws of Motion.

ASSESSMENT 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

VCE Biology, Physics & Environmental Science

COST

$20.00 plus any specialist field activity costs.
PSYCHOLOGY

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.

Specialist Unit

OUTCOMES

Outcome One

Understand ethical principles that govern the study and practice of psychology and how to communicate psychological information, ideas and research findings

Outcome Two

Describe the lobes of the brain and some of their functions and understand the structure of the central and peripheral nervous systems

Outcome Three

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 appropriate scientific format
- Extended research assignment 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

VCE Psychology & Biology

COST

$20.00
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

Understand the application of Newton’s 3 laws of Motion by developing a qualitative and quantitative understanding of the relationships between force, mass and movement.

ASSESSMENT TASKS

- Topic tests
- Research assignments and research presentations
- Practical investigations
- Data analysis exercises
- Exam

MATERIALS & EQUIPMENT

- Science Alive 6 E-book/textbook
- USB memory stick
- A4 Exercise book.

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Physics

COST

$20.00 plus excursion costs
TECHNOLOGY
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  Assess, record and control the risks associated with using a range of woodworking equipment and technology processes to manufacture projects.

Outcome Two  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  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

MATERIALS & EQUIPMENT

- TBA

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE VET Furnishing & Visual Communication and Design

COST  $60.00
FOOD TECHNOLOGY

DESCRIPTION

Students will learn through practical application how to prepare food and will use a design process to plan, select, produce and evaluate a range of design briefs. Students study safe and hygienic work practices when handling and storing food to maximise quality, analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties.

Students 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 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 a range of food properties and preparation methods

Outcome Two
Understand and apply a design process to develop solutions to food design briefs

Outcome Three
Understand safe and hygienic food handling practices.

ASSESSMENT TASKS

- Design Folio
- Evaluation Report
- Research Report
- Practical Skills Test
- Exam

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

VCE VET Hospitality [Kitchen Operations] & Food and Technology

COST
$80.00
This unit focuses on students undertaking a simulated horticultural enterprise of their own choice. Students plan, implement, monitor and evaluate the production processes and marketing for their own horticultural enterprise project. Students adopt a scientific approach to plant production and the importance of value adding is explored. They examine local horticultural businesses to look at their operations, management structure, innovations and sustainability in production.

**OUTCOMES**

**Outcome One**
Plan, implement, monitor and evaluate the production processes and marketing of their own horticultural enterprise project.

**Outcome Two**
Describe the nutritive and reproductive processes of plants and their application to horticultural production systems.

**Outcome Three**
Assess and control risks associated with common pest and disease control, as well as understanding the influences of climate on plant production.

**ASSESSMENT TASKS**
- Plant Growing Enterprise Project
- Enterprise Development Report
- Plant Nutrition Experiment and Report
- Examination

**MATERIALS & EQUIPMENT**
- Writing materials Exercise book

**PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S**
VCE VET Horticulture & Biology

**COST**
$20.00 plus excursion costs
DESCRIPTION

Students will gain a real insight into the digital 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  Develop a working knowledge of the problem-solving methodology in relation to the development of computer and video games

Outcome Two  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  Understand the different roles and responsibilities of people who develop computer games within the game making industry.

Outcome Three  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

MATERIALS & EQUIPMENT

- TBA

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Information Technology, I.T Applications & I.T Software Development

COST  $20.00 plus excursion costs
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 or 3D printing. 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
Assess, record and control the risks associated with using a range of workshop equipment and technology processes to manufacture products.

Outcome Two
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
Use dedicated CAD/CAM software to design and CNC manufacture or 3D print a variety of products to meet the requirements of a series of negotiated design briefs.

ASSESSMENT TASKS

- Practical Project Work
- Project Folio
- Research Assignment
- Exam

MATERIALS & EQUIPMENT

- USB Memory Stick
- A4 Sketch book
- 2 x A4 Display folders

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Visual Communication and Design, VET Aeroskills & VET Furnishing

COST
$60.00
RADIO CONTROLLED FLIGHT

DESCRIPTION

This unit examines the basic principles of flight and control systems including navigation on modern aircraft. Students learn about the physics to do with flight such as drag, thrust, lift and propulsion. These concepts are applied when they construct a two or three channel radio controlled model aeroplane that actually flies.

OUTCOMES

Outcome One  Describe how the scientific principles of flight enable an aircraft to fly safely.
Outcome Two  Understand and apply the fundamentals of radio control to a working model aeroplane.
Outcome Three  Apply the design process and a range of technical skills to produce a working radio controlled model aeroplane. As well as the development of a project folio that records all of the stages in the design, construction and flight testing of the model.

ASSESSMENT TASKS

- Project Model
- Project Folio
- Research Assignment
- Exam

MATERIALS & EQUIPMENT

- 2GB USB Memory Stick
- 3 x A4 Display Folders

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Systems Engineering & VET Aeroskills

COST  $60.00
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 wellbeing. 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 design processes 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** Recognize what aspects of dietary intake can lead to or prevent obesity

**Outcome Two** Recognise how far a food travels to our table

**Outcome Three** Recognise quality produce and construct a meal from scratch using seasonal produce

**ASSESSMENT TASKS**

- Design Folio:
- Evaluation Report:
- Research Assignment
- Exam:

**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**

VCE Food and Technology & VET Hospitality Kitchen Operations

**COST** $80 per semester
SUSTAINABLE ARCHITECTURE & BUILDING CONSTRUCTION

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
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
Analyse and evaluate the effectiveness of a range of building methods and building design principles.

Outcome Three
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

ASSESSMENT TASKS

- Project Work
- Project Folio
- Research Assignment
- Exam

MATERIALS & EQUIPMENT

- 2GB USB Memory Stick
- 3 x A4 Display Folders

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Visual Communication and Design & VET Furnishing

COST
$60.00
DESCRIPTION

This unit focuses on knowledge 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 mechanical devices work whilst developing a range of workshop skills to service various automotive systems. Students also study fundamental electrotechnology principles as applied to the various electrical and control circuits on a modern car.

OUTCOMES

Outcome One
Identify and explain using technical terms the operation of various systems of an automobile including the function of component parts.

Outcome Two
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 Work Record
- Research Assignments
- Class Test
- Examination

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

VCE Physics, Systems Engineering & VET Aeroskills

COST
$40.00
DESCRIPTION

Unit one only Students will gain 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. 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 Identify basic electronic and mechanical components in a variety of electromechanical devices.

Outcome Two Construct, test and evaluate electromechanical systems using technical manuals.

ASSESSMENT TASKS

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

MATERIALS & EQUIPMENT

- A4 Display folder
- A4 Notebook [40 page]

PRE-REQUISITE OR RECOMMENDED STUDY FOR VCE SUBJECT/S

VCE Physics, Systems Engineering & VET Aeroskills

COST $60.00
VCE UNITS OFFERED IN YEAR 10 2015

Year 10 Handbook Supplement
CONTENTS

03. Accounting
04. Business Management
05. Dance
06. Legal Studies
07. Literature
08. Philosophy
09. Psychology
10. Theatre Studies
11. VET Horticulture
12. VET Hospitality
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 Exercises
- Assignment
- Topic Tests
- Examination

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

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 Exercises
- Case Study
- Topic Tests
- Examination
UNIT 1: SMALL BUSINESS MANAGEMENT

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. At the forefront of every business are people. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success. An investigation of how resources are managed in order to provide for the achievement of the objectives of the organisation will be undertaken. Students will be involved in the planning and operating of a small business of their own.

Outcomes
1. Explain and apply a set of generic business concepts to a range of businesses.
2. Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
3. Discuss one or more of the day to day operations associated with an ethically and socially responsible small business and apply the operation/s to a business situation.

Assessment Tasks
- Application Exercises
- Tests and Extension Activities
- Examination

UNIT 2: COMMUNICATION AND MANAGEMENT

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts. An investigation of the role and importance of marketing, market research and market description will be undertaken.

Outcomes
1. Explain and apply a range of effective communication methods used in business-related situations.
2. Apply and analyse effective marketing strategies and processes.
3. Apply public relations strategies to business related situations and analyse their effectiveness.

Assessment Tasks
- Case Studies of Businesses
- Marketing Exercise
- Tests
- 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 other’s 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
- Written Dance Analysis
- Test
- Group Dance Performance
- Choreography and Performance (solo / small group)
- Examination

UNIT 2

This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement, time, space 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
- Group Performance
- Solo Performance

Assessment Tasks
- Group Dance Work
- Analysis Report of a Selected Dance Work
- Analysis Report of the Student’s Own Solo Dance Work
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 process to achieve justice.

Assessment Tasks
- Legal Folio and Reports
- Application Exercises
- Test
- Examination

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.
4. Describe an Australian case illustrating rights, issues and the impact of the case on the legal system.

Assessment Tasks
- Legal Folio and Reports
- Civil Action Presentation
- Tests
- Examination
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 Texts
- Creative Commentary
- Examination

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

- Critical Analysis
- Discussion of Ideas and Concepts
- Comparisons of texts
- Examination
UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of the two keys areas of philosophy; epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.

Outcomes
1. Discuss concepts relating to reality and knowledge, and analyse viewpoints and arguments concerning these, found within and across contemporary media.
2. Analyse, compare and evaluate theories of knowledge and discuss related contemporary debates.

Assessment Tasks
- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
- Examination

UNIT 2: QUESTIONS OF VALUE.

What are the foundations about our judgments about value? What is the relationship between different types of value? How, if all, can particular value judgments be defined or criticized? This unit invites students to explore these questions in relation to different categories of value judgments within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Outcomes
1. Analyse, compare and evaluate the philosophical viewpoints and arguments in relation to ethics
2. Discuss contemporary debates related to ethics

Assessment Tasks
- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
- Examination
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
UNIT 1. INTRODUCTION TO PSYCHOLOGY

This unit gives students an introduction to the development of psychology from its philosophical beginnings to the scientific study of the human mind and behaviour. Students will explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology. An examination of psychological theories used to predict and explain the human mind and behaviours will be undertaken.

Outcomes
1. Describe how research has informed different psychological perspectives used to explain human behaviour and explain visual perception through these perspectives.

2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Assessment Tasks
- Annotated Folio
- Presentation
- Examination

UNIT 2. SELF AND OTHERS

In this unit students learn about differences between individuals in intelligence and personality, however conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by classic and modern theories. Students will also analyse research methods associated with classic and modern theories, models and studies. Students will be expected to apply appropriate research methods when undertaking their own investigations.

Outcomes
1. Explain how attitudes are formed and changed and discuss the factors that affect the behaviours of individuals and groups.

2. Compare different theories of intelligence and personality and compare different methods used in the measurements of these.

Assessment Tasks
- Empirical Research Assignment
- Social Attitudes Task
- Examination
UNIT 1: THEATRICAL STYLES OF THE PRE-MODERN ERA.

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 playscripts from the pre-modern era.

2. On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

3. On completion of this unit the student should be able to analyse a performance of a playscript from the pre-modern era in performance.

Assessment Tasks
- Monologue Performance
- Performance Analysis
- Participation and Analysis of Group Work
- Presentation and Interpretation of a Theatrical Scene

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 playscripts from the modern era of theatre.

2. On completion of this unit the student should be able to apply stagecraft to interpret playscripts 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 playscript from the modern era.

Assessment Tasks
- Monologue Performance and Interpretation
- Performance Analysis
- Participation and Analysis of Group Work
- Presentation and Interpretation of a Theatrical Scene
VCE VET: HORTICULTURE

AHC20410 CERTIFICATE II IN HORTICULTURE

Description

Certificate II in Horticulture provides students with the knowledge and skills that will enhance their employment prospects in the horticulture industry. Knowledge and skills gained from this qualification are from units of competency including developing and maintaining plants and landscapes, propagation, tending nursery plants and planting, pruning, treating weeds, pests and diseases. Employment opportunities exist in a number of industry sectors such as landscaping, nursery, parks and gardens, and turf management.

The following Compulsory units and a selection of elective units form part of the qualification:

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Examples of Assessment Tasks include:

- Horticultural practical exercises
- Written reports
- Class Tests
- Research Assignments
- Class presentations
VCE VET: HOSPITALITY

SIT20307: SIT31013 CERTIFICATE III IN CATERING OPERATIONS
INCORPORATING
SIT20312: CERTIFICATE II IN 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. It enables participants to gain a recognised credential and make a more informed choice of vocation or career path.

Hospitality Classes: Classes 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 contributes to the Industry Specific Skills

PROGRAM STRUCTURE:

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<tr>
<th>VCE VET UNITS 1 &amp; 2 CODE</th>
<th>(YEAR 11) COMPETENCIES</th>
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<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
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<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
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<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
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<td>SITXFSA101</td>
<td>Use hygiene practices for food safety</td>
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<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
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<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
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<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
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<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basis methods of cookery</td>
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<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
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<tr>
<td>SITHCCC003B</td>
<td>Receive and Store Kitchen Supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE VET UNITS 3 &amp; 4 CODE</th>
<th>(YEAR 12) COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC201</td>
<td>Prepare Appetisers and Salads</td>
</tr>
<tr>
<td>SITHCCC203</td>
<td>Produce Stocks, Sauces and Soups</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce Vegetables, Fruits, Eggs and Farinaceous Dishes</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITXINV301</td>
<td>Purchase goods</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.