Curriculum overview
As students continue in the senior school they are able to make a range of choices that facilitate their personal learning pathway. Students can choose from four different learning pathways. Students are able to change their pathway during their senior school years.

1. Standard Year 10 Pathway

Students undertaking this course will complete the core units of English, Mathematics, Science and Health and PE. They can choose between completing History or Geography, and between Commerce and Commerce Work. They also choose four creative technology units for the year, two in each semester. These are mainly based around the Arts and Technology areas. Students often continue an elective for the entire year rather than changing each semester. Science in year 10 has all students complete a term unit in each of Biology, Physics, and Chemistry and then have a choice from elective units for the last term.

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Arts units</th>
<th>Technology units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Art</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Drama</td>
<td>Information Technology (IT)</td>
</tr>
<tr>
<td>Science</td>
<td>Media Studies</td>
<td>Metal Work</td>
</tr>
<tr>
<td>SOSE History or Geography</td>
<td>Music (VET Cert II)</td>
<td>Textiles</td>
</tr>
<tr>
<td>Commerce or Commerce Work</td>
<td>Visual Communication</td>
<td>Wood Work</td>
</tr>
<tr>
<td>Health and PE</td>
<td>Other Electives</td>
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<td>Sport Education</td>
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</tbody>
</table>

2. Accelerated Learning Pathway

Students undertaking this pathway complete core Year 10 units. They also choose to study a VCE subject (Units 1 and 2). The advantage of this is the opportunity to continue this subject as a unit 3 / 4 study in 2014, and the study score being counted towards their final ATAR for university entry once Year 12 is completed. This pathway also allows students to choose from a range of VET subjects that will lead to a nationally recognised TAFE certificate.

The following subjects can be chosen as a VET or VCE study for 2015. Subjects offered may change according to final offerings and available places

<table>
<thead>
<tr>
<th>VCE Unit 1 and 2 Subjects</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Politics</td>
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<tr>
<td>Biology</td>
<td>Psychology</td>
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<tr>
<td>Business Management</td>
<td>Studio Arts</td>
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<tr>
<td>Drama</td>
<td>Textiles</td>
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<tr>
<td>Food and Technology</td>
<td>Visual Communication</td>
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<tr>
<td>Geography</td>
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<tr>
<td>History</td>
<td>VET Subjects</td>
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<tr>
<td>Health and Human Development</td>
<td>Beauty</td>
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<tr>
<td>Information Technology</td>
<td>Building and Construction</td>
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<tr>
<td>Legal Studies</td>
<td>Engineering</td>
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<tr>
<td>Literature</td>
<td>Hospitality</td>
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<tr>
<td>Media Studies</td>
<td>Hairdressing</td>
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<tr>
<td>Music Performance</td>
<td>Sport and Recreation</td>
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<tr>
<td>Outdoor Education</td>
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</tbody>
</table>
3. Workplace Mentoring Program

Students choosing this pathway spend 4 days a week at school and 1 day a week in the workplace. Their employer acts as a mentor and provides the students with structured tasks within the workplace as well as advice regarding the skills, education and qualifications required to work in this industry area. The advantages of this program are that students get to try a particular workplace(s) in order to assist in career selection. While at school students will complete the basic Year 10 program, and will need to select Arts and Technology electives for this pathway. **Students will have to complete Commerce Work for this pathway.**

4. School Based Apprenticeship

Students choosing this pathway spend 4 days a week at school and 1 day a week with an employer completing a school based apprenticeship part time. These are available in a range of negotiated areas. The school based apprenticeship provides students with a qualification that can also count towards their VCE or VCAL in Years 11 & 12. This option depends upon an employer being willing to be involved in this program. In many cases, students commence with a work placement and this can often lead to a school based apprenticeship. While at school students will complete the basic Year 10 program, and will need to select Arts and Technology electives for this pathway. **Students will have to complete Commerce Work for this pathway.**

Any questions from students or parents regarding the above information can be directed to the school. Any of the following people would be happy to speak with you.

- **Principal** Ms. Kim Stewart
- **Assistant Principal** Ms. Jo McCarthy
- **Year 9 Coordinator** Mr. Angus McLaurin
- **Year 10 Coordinator** Mr. Sean Fitzpatrick
- **Year 11 Coordinator** Mr. Jeremy O’Brien
- **Pathways Leader** Ms. Rachel Guppy
- **Senior School Leaders** Mr. David Rose and Mr. Alistair Angwin

3
Core Units of Learning (All students complete these units)

**Year 10 English**

**Outline:**
In year 10 English, students will draw on a variety of resources to facilitate their study of a range of themes. Students will study diverse novels and films which may include: ‘Gattaca’, ‘To Kill a Mockingbird’ and ‘Dead Poets Society.’ Students will also examine a unit on ‘Creating & Presenting’, in which their writing will be based on a specific Context. Students will analyse media texts for their persuasive value as well as presenting their own point of view.

*AusVELS Dimensions:*

<table>
<thead>
<tr>
<th>Content Strands</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td>The Individual Learner</td>
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<tr>
<td>Literature</td>
<td></td>
<td>Managing Personal Learning</td>
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<tr>
<td>Literacy</td>
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</table>

**Assessment:**
Students will be given the opportunity to complete a range of assessment tasks including the following:

- Research Project
- Oral Presentations
- Analytical Essays
- Creative Responses
- Presentation on an issue
- Creating and Presenting: A context study
- Class participation
Year 10 Mathematics

Mathematics at Year 10 has two levels depending on student ability and desire to pursue a particular pathway. Students will be placed in a mathematics level based on negotiation and their achievements in Year 9 Mathematics.

Outline:
Year 10 Mathematics covers a range of topics depending on the level of mathematics attempted. These topics include techniques used to calculate rates, decimals, trigonometric ratios, and to understand circle geometry. Students will study consumer mathematics, measurement and the expansion and factorization of algebraic expressions. They will also use trigonometry to solve problems and learn to manipulate data using statistical processes.

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<td>Measurement and Geometry</td>
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<td>Statistics and Probability</td>
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Assessment:
Students will complete a range of assessment tasks to help them to identify areas for improvement and to allow for formal assessment and reporting. These may include the following
- Workbook
- Topic tests
- Assignments
- Homework

Year 10 Science

Outline:
Science in Year 10 is comprised of 4 individual units. These are based around Biology, Physics and Chemistry. The fourth unit is based on the skills and methods of scientific study. It will involve areas of student interest and real-world applications of science.

Biology in Year 10 has a focus on the topic the study of life, including genetics and evolution. Students will learn about basic biological terms and develop new skills such as the use of microscopes. Physics is designed to prepare students for units 1 and 2 Physics at VCE. Students will study concepts such as motion and electricity. They will study energy and apply this to everyday life.

Chemistry includes the study of our basic particle - the atom. It further studies how atoms interact in chemical reactions and explores the properties of a variety of elements and compounds and how they interact through experimental study.

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<td>Scientific Understanding</td>
<td>Listening, viewing and responding</td>
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<tr>
<td>Science as a Human Endeavour</td>
<td>Presenting</td>
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<tr>
<td>Science Inquiry Skills</td>
<td>Reasoning, processing and inquiry</td>
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<td></td>
<td>Creativity</td>
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</table>
Assessment:
Assessments in Science will include a range of tasks including
- Practical work
- Written scientific reports
- Investigations
- Video responses
- Work book activities
- Class participation
- Tests
Year 10 SOSE – History, Geography, Commerce, and Commerce Work

History
Outline:
In this unit students will study significant post World War I historical events, including the interwar years between World War 1 and World War 2, World War 2, post war efforts to achieve lasting peace and security such as the role and development of the United Nations, the Cold War, the end of colonialism and the emergence of terrorism. They will complete a major research assignment on the political development of a nation in their United Nations assignment and role play. Students also look at significant cultural and technological changes and examine the swinging sixties.

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<tbody>
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<td>Historical knowledge and understanding</td>
<td>Listening, viewing and responding</td>
<td>Building social relationships</td>
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<tr>
<td>Historical Skills</td>
<td>Presenting</td>
<td>Working in teams</td>
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<tr>
<td></td>
<td>Reasoning processing and inquiry</td>
<td>Managing personal learning</td>
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<td></td>
<td></td>
<td>Civic knowledge and understanding</td>
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</tbody>
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Assessment:
- Workbook activities
- Test and examinations
- Research assignment
- Oral presentation
- Classroom participation

Geography
Outline:
This unit focuses on man made environments. It considers their development and changes through time. Students will investigate and predict consequences of the impact of humans on urban environments, their interaction with natural environments and measures taken for the protection and conservation of environments. Students will also study the effects of globalization on our local population and the world.

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<td>Geographical knowledge and understanding</td>
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<tr>
<td>Geospatial skills</td>
<td>Presenting</td>
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Assessment:
- Class tests and final examination
- Research Assignments
- Argumentative Essays
- Mapping
- Field Work
Workbook activities and participation

Year 10 Commerce
Outline:
In this unit students learn about the Australian economy and the role they play within it as they move towards independent living. They explore the links between education, training and future work options and develop generic competencies and enterprise skills valuable both in employment and in the search for employment. Students acquire skills and knowledge related to the management of personal finances. Students also look at the role of government in the management of a democratic society, processes that facilitate changes to the law and how changes to the law affect individuals, groups and community institutions.

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<tr>
<td>Economic knowledge and understanding</td>
<td>Listening, viewing and responding</td>
<td>Civics knowledge and understanding</td>
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<tr>
<td>Economic reasoning and interpretation</td>
<td>Presenting</td>
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</tbody>
</table>

Assessment:
- Assignments
- ASX Share market Game
- Job Investigations
- Application Letter and Resume
- Participation in Mock Job Interview
- Participation in Mock Parliament

Year 10 Commerce Work
Outline:
In Commerce work students examine the nature and demands of the workplace with an emphasis on skill development and career pathways. They undertake work placement to allow them to put their attained skills into practice. Their work placement gives students the context in which to explore selected industries, with an emphasis on enterprise, leadership and innovation and analyse challenges facing an Australian Industry.

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</table>

Assessment:
- Work book activities
- Tests
- Assignments
- Work folio
- Work placement diary
- Industry case studies
Year 10 Health and Physical Education
Outline:
Year 10 students will be required to complete both sport and health components during their study of Health and PE. Areas covered include an aquatic unit covering water aerobics, canoeing and sailing and the study of a variety of sports including tennis, volleyball, soccer, netball and basketball. Students will have the opportunity to undertake a study of a health program such as the ‘Party Safe’, ‘Girlfriend’ or ‘e health’. Other sport electives include Golf, Focus Gym, Water Skiing and Out & About. Students will have the opportunity to achieve their Bronze Medallion as part of Year 10 PE.

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</thead>
<tbody>
<tr>
<td>Listening, viewing and responding</td>
<td>Movement and physical activity</td>
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</tr>
<tr>
<td>Presenting</td>
<td>Health knowledge and promotion</td>
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<td></td>
<td>Building social relationships</td>
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<td></td>
<td>Working in teams</td>
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</table>

Assessment:
- Participation in practical classes.
- Bring sports Uniform
- Peer assessment
- Successful completion of a swimming award (Bronze Medallion)

Year 10 Art
Outline:
Year 10 Art is a practical subject that encourages students to be creative and present a variety of visual solutions to set tasks. Students have the opportunity to learn skills in a range of art forms including Drawing, Printmaking, Sculpture, Painting and Photography. They will learn to manipulate art elements and design principles as well as art materials, and learn how to apply these to their own works to communicate meaning. Students will study artists and will conduct research tasks based on them. Students will also develop the ability to visually analyse the aesthetic qualities of artworks by these artists, which will allow them to make connections between the communication of meanings and messages in the artists work, and the production of their own art works. Students will learn about both the written and visual components of folio production, and the design process, which includes the exploration, development and refinement of artworks. Year 10 Art will form a solid foundation for allowing students to make an informed decision about continuing with the subject at a VCE level in Year 11.

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<th>Discipline Learning</th>
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<tbody>
<tr>
<td>Creating and making</td>
<td>Reflecting, evaluation and metacognition</td>
<td>The individual learner</td>
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<tr>
<td>Exploring and responding</td>
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</tbody>
</table>

Assessment:
- Art folio
- Written assignment
- Investigation
- Reflection and analysis of work
Year 10 Drama
Outline:
In Year 10, Drama aims to further develop theoretical and performance knowledge and skills. Students will have opportunities to perform and devise short pieces of drama and theatre. Students will work both independently and in range of group situations. Students will explore a range of genres that may include improvisation, scripted drama and self-devised or developed pieces. Through research and analysis each student will present the work of a dramatic practitioner.

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<td>Exploring and responding</td>
<td>Presenting</td>
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</tbody>
</table>

Assessment:
- Class Participation
- Dramatic Performances
- Performance Analysis
- Research Assignment

Year 10 Media Studies
Outline:
Students will cover a broad range of media types and develop technical expertise in making presentations and/or products. They will analyze the social, cultural and historical impact of a range of media on a variety of audiences. Students will explore the constructs of film and develop critical analysis skills as well as develop an understanding of the production processes in the film industry. Students will be required to work individually and in small groups to produce practical work.

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<td></td>
<td>Reflecting, evaluation and metacognition</td>
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</table>

Assessment:
- Productions and Presentations
- Research assignments
- Class participation
- Production Folio
Year 10 Music (VET Certificate II)
Outline:
Year 10 music is offered as an accredited certificate through The College of Sound and Music Production. The Certificate 2 in Music training package is a full-year course, offering experience in many of the areas to pursue a career in the music industry or even just as an interest. Students will learn about the history and current trends of the Australian music scene, working with others in bands, performance, event management, OH&S, live sound reinforcement (PA system) and audio recording. All assessment for all Units of Competency must be completed to achieve the qualification.

Assessment:
*Competency Based Assessment includes:*
  - Class work (aural exercises, mind maps etc)
  - Practical exercises (OH&S, recording, live sound, performances)
  - Theory tests
  - Reports and assignments (working with others, OH&S)
  - Journals and logs (practice, listening and industry contacts)
  - Oral questioning

Year 10 Visual Communication and Design
Outline:
In this unit the students are encouraged to develop an individual approach to each practical task however with their folio work they must follow the design process. Students will have the opportunity and flexibility to choose the appropriate materials, methods and media used for their chosen design brief. Design elements and design principles will be developed further with more focus on visual communication analysis. The language and terminology suitable for visual design and communication will be studied as well as examples of professional practicing designers and their work. Drawing will be developed further especially rendering and recognising the light source.

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<td>Exploring and responding</td>
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</tbody>
</table>

Assessment:
- Design and folio work
- Written and responsive tasks
- Drawing techniques
- Assignment work
- Workbook activities of development work
Year 10 Home Economics
Outline:
This unit deals with food and its preparation and acts as an introduction to VET Hospitality. Activities are designed to provide students with the opportunity to investigate, design, produce and evaluate their food productions. Students practice food production skills using a range of processes and examine product development, food hygiene and food terminology. In this unit students will investigate the relationship between nutrition, diet and health. Students will analyse links between diet and current community health issues and consider special dietary needs and ways of improving their diet.

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<td>Producing</td>
<td>Working in teams</td>
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<tr>
<td>Analysing and evaluating</td>
<td>Managing personal learning</td>
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</tbody>
</table>

Assessment:
- Practical exercises
- Evaluation questions
- Research Assignments
- Presentation of research
- Tests

Year 10 Information Technology
Outline:
Information Technology will encourage students to create and develop information products to display knowledge, understanding and purpose. Students will become familiar with a range of desktop publishing software. They will design their own business and develop a range of information products to meet the needs of a fictional business. Students will gain an understanding of programming languages through a range of exercises. Students will also create presentations to demonstrate an understanding of Information Technology issues and create a website using HTML programming. All work will come together in a student digital portfolio and will be presented to the class.

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<tr>
<td>ICT for visualizing thinking</td>
<td>ICT for creating</td>
<td>ICT for communicating</td>
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</table>

Assessment:
- Evaluation of peers
- Class discussions
- Completed tasks/ Databases
- Completed presentation
- Overall project
Year 10 Metal Work

Outline:
Students will be involved in the production of a planned project of their choice. Metal work has an emphasis on the design process and includes the development of the design brief and planning documents prior to commencing production. Students will be required to develop their design plans including drawings. Students will also learn about the occupational health and safety requirements when working in the metal work environment in order to operate trade based machines and equipment such as Lathes, Milling machines, MIG welders, TIG welders and Plasma cutters.

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<tr>
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<tr>
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Assessment:
- Practical productions
- Evaluation of finished products
- Design plans and drawings
- Safe work practices
- Book work activities

Year 10 Textiles

Outline:
Year 10 Textiles offers students the opportunity to further their learning of both the construction techniques, and surface decorations used in clothing and craft design and production. Students will complete a range of sample pieces as well as major productions based on the design process. They will develop options suitable to design briefs and produce and evaluate their final products. Students will also complete a research assignment around the design process and changes to production techniques.

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Assessment:
- Practical productions
- Evaluations of productions
- Work book activities
- Design plans
- Research Assignments
Year 10 Wood Work

Outline:
Students undertaking this Technology unit will complete a number of projects that meet the design briefs and design processes. This process includes a research phase to ensure that the product is understood prior to the item being made. Students will complete the planning, production and evaluation components of the design brief while learning new and challenging techniques and using a range of equipment, tools and materials. Students will also learn about the occupational health and safety requirements when working in a workshop environment.

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Assessment:
- Practical evaluations
- Bookwork
- Design plans
- Demonstrated safe work practices
- Research assignment

Year 10 Sport Education

Outline:
Year 10 Sport will provide an in depth study of Physical Activity and contain both practical classes and theory classes. The practical aspect will provide students with the skills and tactical knowledge for a range of sporting activities whilst the theoretical component will focus on the human body, providing students with a solid base for future studies in either VCE Health and Human Development or Physical Education.

VELS Dimensions:

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<th>Discipline Learning</th>
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Assessment:
- Participation in practical classes.
- Bring sports Uniform
- Peer assessment
- Assessment of role in Peer teaching
- Successful completion of a swimming award (Bronze Medallion)
Subjects offered for Students undertaking an Accelerated Learning Pathway

VCE Units 1 and 2

Accounting

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.

Unit 2: Accounting for a trading a 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.

Biology

Unit 1
In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

Unit 2
Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. Students investigate what changes have taken place in selected ecosystems, and how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere.

Business Management

Unit 1: Small business management
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

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.
**Drama**

**Unit 1**
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s, and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

**Unit 2**
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Student knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

**Food and Technology**

**Unit 1: Food Safety and Properties of Food**
This unit focuses on the study of safe and hygienic food handling and storage practices aimed at reducing food spoilage and poisoning, and the application of these practices in food preparation. Students learn about and consider the selection and application of a range of tools and equipment suitable for use in food preparation. Students will examine the links between classifications of food and food properties and changes that occur when different preparation and processing techniques are used. Students will investigate quality and ethical considerations in food selection and use the design process to meet the requirements of design briefs.

**Unit 2: Planning and Preparation of Food**
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimize the physical, sensory and chemical properties of food. Students will work independently and as a member of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically taking into account nutritional considerations, social and cultural influences, resource access and environmental considerations, when preparing meals.

**Geography**

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

**Unit 2: Human environments**
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments.
Health and Human Development

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

This unit focuses on the health and individual human development of Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

**Unit 2: Individual human development and health issues**

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The health and individual human development of mothers and babies, children and adults can vary considerably and is influenced by a range of determinants. Students will investigate health issues in detail, and analyse personal community and government strategies that impact on health.

**History**

**Unit 1: Twentieth century history 1900–1945**

The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people’s lives.

**Unit 2: Twentieth century history 1945–2000**

This unit considers some of the major themes and principal events of post–World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

**Information Technology**

**Unit 1: IT in action**

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. They examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

**Unit 2: IT pathways**

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. In this unit, students apply all stages of the problem-solving methodology.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.
Legal Studies

Unit 1 – Criminal Law in Action
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime.

Unit 2 – Issues in Civil Law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. Students also examine methods of dispute resolution and evaluate their effectiveness.

Literature

Unit 1
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Unit 2
The focus of this unit is on students critical and creative responses to texts. 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. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Media

Unit 1: Representation and technologies of representation
This unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Unit 2: Media Production and the media industry
Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.
Music Performance

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works on their chosen instrument/s. They study the work of other performers and develop technical and expressive characteristics of their playing. Students also study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works on their chosen instrument/s. They study the work of other performers and develop technical and expressive characteristics of their playing. Students also study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. They also devise an original composition or improvisation.

Outdoor & Environmental Studies

(These units involve camps as well as a number of field trips. Students need to be aware of the cost and time commitments and the expectation that they catch up on missed work.) (At the unit 1 & 2 level this may be run in conjunction with Geography, depending on student interest; i.e. one unit of each)

Unit 1
This unit focuses on human relationships with the natural environment, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

Unit 2
This unit focuses on the impact of human interaction on nature and nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. State and local conservation policies and legislation are also studied.

Physical Education

Unit 1: Bodies in motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Unit 2: Sports coaching and physically active lifestyle
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.
Politics

Unit 1: The national citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy.

Unit 2: The global citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’

Psychology

Unit 1: Introduction to psychology
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Unit 2: Self and others
A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality, but 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 both classic and contemporary theories. Students analyse research methodologies and consider ethical issues associated with research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Studio Arts

Unit 1: Artistic inspiration and techniques
The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Unit 2: Design exploration and concepts
The focus of this unit is to establish and use an effective design methodology for the production of design explorations and artworks. Students also develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.
Australian and Global Politics

Unit 1: The national citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy.

Unit 2: The global citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’

Visual Communication and Design

Unit 1: Introduction to Visual communication
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of visual communication design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. The design process is applied in developing visual communication solutions to set tasks.
VET Subjects

Certificate II in Building and Construction (Carpentry)
Certificate II in Building and Construction provides students with the opportunity to gain skills, knowledge and ability required to gain an apprenticeship in the Carpentry sector of the building and construction industry. Students who undertake Certificate II in Building and Construction can achieve credit for 4 VCE units as well as working towards completion of a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of a 10% increment.

Competencies covered can include:

- Work safely in the construction industry
- Workplace safety and site induction
- Provide basic emergency life support
- Building structures
- Calculations for the construction industry
- Prepare for work in the construction industry
- Communication skills for the construction industry
- Introduction to scaffolding and working platforms
- Leveling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace document and plans
- Carpentry hand tools
- Carpentry power tools
- Basic setting out
- Wall framing
- External Cladding
- Basic environmental sustainability in carpentry

Certificate II in Engineering
Certificate II in Engineering Studies aims to provide students knowledge and skills that will enhance their employment prospects in engineering related industries. Students who undertake Certificate II in Engineering Studies can achieve credit for 4 VCE units as well as achieving a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of a study score or 10% increment. Certificate II in Engineering Studies provides a pathway for students into an engineering apprenticeship.

Competencies covered include:

Year One
- Apply principles of Occupational Health & safety in the work environment
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques
- Use computers for engineering related work activities
- Perform basic computational principles in engineering work activities
- Use hand tools
- Use power tools / hand held operation
Certificate II in Hospitality

Certificate II in Hospitality is drawn from the nationally recognised Tourism, Hospitality and Events Training Package. The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VET in schools program will receive a “Certificate II in Hospitality” and a “Statement of Attainment” for additional units of competence providing credit towards other Hospitality qualifications.

Units of competence

VCE/VET Units 1 and 2
- Clean premises and equipment
- Organise and prepare food
- Present food
- Serve food and beverage to customers
- Develop and update hospitality industry knowledge
- Apply hospitality skills in the workplace
- Provide quality customer service
- Work with colleagues and customers
- Work in a socially diverse environment
- Receive and store stock
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

Certificate II in Hairdressing

Certificate II in Hairdressing leads into work in a salon as a salon assistant. Having completed certificate II makes it much easier to go into an apprenticeship as a useful salon employee.

Units of competence
- Communicate in the workplace
- Apply safe working practices
- Work effectively in a retail environment
- Prepare clients for salon services
- Follow personal health and safety routines at work
- Braiding techniques
- Develop hairdressing industry knowledge
- Sell products and services
- Maintain tools and equipment
- Maintain and organise work areas
- Perform head neck and shoulder massage
- Dry hair to shape
- Apply temporary hair colour and remove residual colour products
- Assist colleagues providing multiple salon services as a team member
Certificate III in Beauty

Certificate III in Beauty is a national qualification that makes up one level of the National Beauty Training System. Certificate III is a step towards a career in the Beauty industry, and leads directly into Certificate IV in Beauty Therapy. This course is for people who want to work as beauticians in a retail beauty salon environment. Certificate III is made up of 12 core units and 7/8 elective units.

Units of Competence to be covered over the 2 year program include

**Core units**

- Apply the principles of skin biology to beauty treatments
- Conduct financial transactions
- Research and apply beauty industry information
- Provide service to clients
- Work effectively in a retail environment
- Apply safe work practices
- Communicate in the workplace
- Sell products and services
- Advise on beauty services
- Demonstrate retail skin care products
- Provide lash and brow treatments
- Perform waxing treatments

**Elective units**

- Design and apply makeup
- Provide manicure and pedicure services
- Work within nail services framework
- Develop a treatment plan for beauty therapy treatments
- Apply gel nail enhancements
- Apply nail art
- Explore the use of colour
- Create a display
- Recommend hair beauty and cosmetic products and services
- Acrylic nail enhancement
Certificate II in Sport and Recreation

The Sport and Recreation course develops the fundamental skills for students to seek a career in the sport and recreation industry. Students will engage in activities that relate to the development of client services, knowledge within the sport and recreation industry and OH&S issues.

Students need to demonstrate competence in a number of Units of Study

Core Units

- Apply first aid
- Follow Occupational Health and Safety policies
- Organise and complete daily work activities
- Respond to emergency situations
- Work effectively in a sport and recreation environment

Elective units may cover the following

- Apply anatomy and physiology principles in a fitness context
- Apply legal and ethical coaching practices
- Apply point of sale handling procedures
- Assist in conducting tennis activities for beginner players
- Assist in preparing and conducting sport and recreation sessions
- Coach junior players to develop fundamental perceptual motor skills
- Demonstrate basic cycling skills
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigational skills in a controlled environment
- Develop a travel and accommodation plan
- Implement sport injury prevention
- Interpret and apply the rules of tennis
- Maintain sport and recreation equipment for activities
- Maintain sport and recreation facilities
- Minimise environmental impact
- Monitor entry to a venue
- Monitor pool water quality
- Organise and maintain work areas
- Participate in conditioning for golf
- Perform basic water rescues
- Perform the intermediate skills of Australian Football
- Provide customer service
- Reflect on professional coaching role and practice
- Teach foundation netball skills
- Teach fundamental basketball skills
- Use intermediate level netball skills

Other elective units are available