



**YARRAWONGA COLLEGE P-12**  
*Dream Believe Succeed*

**COURSE SELECTION GUIDE  
2017**

**YEAR 10**

## 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.

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

### 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 2018, 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 2017. Subjects offered may change according to final offerings and available places**

VCE Unit 1 and 2 Subjects	
Accounting	Psychology
Biology	Studio Arts
Business Management	Textiles
Drama	Visual Communication
Food and Technology	
Geography	

History	<b>VET Subjects</b>
Health and Human Development	Allied Health
Computing	Beauty
Legal Studies	Building and Construction
Literature	Engineering
Media Studies	Hospitality
Outdoor Education	Hairdressing
Physical Education	Music Industry (Performance)
Politics	Sport and Recreation

### 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	Mr. Damien Keel
Campus Principal	Mrs. Jo McCarthy
Year 9 Coordinator	Ms Allison Knight
Year 10 Coordinator	Mr. Jeremey O'Brien
Year 11 Coordinator	Miss Donna Taylor
Pathways Leader	Ms. Rachael Guppy
Senior School Leaders	Mr. David Rose and Mr. Alistair Angwin

## Subject Overviews

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.

**Victorian Curriculum Coverage:**

This unit will address content and skills from the English learning area across the Language, Literature and Literacy strands.

**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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Mathematics learning area across the Number and Algebra, Measurement and Geometry and Statistics and Probability strands.

### **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.

### Victorian Curriculum Coverage:

This unit will address content and skills from the Science learning area across the Science Understanding and Science Inquiry Skills strands.

### 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 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.

### Victorian Curriculum Coverage:

This unit will address content and skills from the Health and Physical Education learning area across the Personal Social and Community Health and Movement and Physical Activity strands.

### Assessment:

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

# **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 inter war 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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Humanities (History) learning area across the Historical Concepts and Skills and Historical Knowledge strands.

### **Assessment:**

- Workbook activities and Classroom Participation
- Tests and examinations
- Research assignment
- Oral presentation

## **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Humanities (Geography) learning area across the Geographic Concepts and Skills and Geographic Knowledge strands.

### **Assessment:**

- Class tests and final examination
- Research Assignments and Essays
- 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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Humanities (Economics and Business and Civics and Citizenship) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Humanities (Economics and Business and Civics and Citizenship) learning area across the strands.

### **Assessment:**

- Work book activities
- Tests
- Assignments
- Work folio
- Work placement diary
- Industry case studies

## **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Arts (Visual Arts) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Arts (Drama) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Arts (Media Arts) learning area across the strands.

### **Assessment:**

- Productions and Presentations
- Research assignments
- Class participation
- Production Folio

## **Year 10 Music**

### **Outline:**

Students will learn about the history and current trends of the music scene. They will use technology and notation to communicate music ideas. They will create, practice, rehearse and perform music.

They will evaluate a range of performances and compositions to inform and refine their own music making. They will analyse a range of music from contemporary and past times, to explore differing viewpoints and enrich their music making, and consider music in international contexts.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Arts (Music) learning area across the strands.

### **Assessment:**

- 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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Arts (Visual Communication Design) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Technologies (Digital Technologies) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

### **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.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

### **Assessment:**

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

## **Year 10 Sport Education**

### **Outline:**

Year 10 Sport provides an in depth study of Physical Activity through practical and theory classes. The practical aspect provides students with the skills and tactical knowledge for a range of sporting activities. The theoretical component focuses on the human body, providing students with a base for future studies in VCE Health or Physical Education.

### **Victorian Curriculum Coverage:**

This unit will address content and skills from the Health and Physical Education learning area and in particular, the Movement and Physical Activity strand.

### **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**

*(At the unit 1 & 2 level this may be run in conjunction with Business Management, depending on student interest; i.e. one unit of each)*

#### **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.

performance of the business.

#### **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'

## **Biology**

### **Unit 1: How do living things stay alive?**

Students are introduced to some of the challenges to an organism in sustaining life. They examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### **Unit 2: How is continuity of life maintained?**

Students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

## **Business Management**

*(At the unit 1 & 2 level this may be run in conjunction with Accounting, depending on student interest; i.e. one unit of each*

### **Unit 1: Small business management**

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students 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 investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

## **Computing**

### **Unit 1**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

### **Unit 2**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

## **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 Origins**

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

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

### **Unit 2: Food Makers**

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

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

## **Geography**

*(At the unit 1 & 2 level this may be run in conjunction with Outdoor and Environmental Studies, depending on student interest; i.e. one unit of each)*

### **Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

### **Unit 2: Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

## **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**

*(At the unit 1 & 2 level this may be run in conjunction with Australian and Global Politics, depending on student interest; i.e. one unit of each)*

### **Unit 1: Twentieth century history 1918–1939**

In this unit students explore the nature of political, social and cultural change in the period between the world wars.

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

In this unit students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

## **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: Approaches to literature**

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### **Unit 2: Context and connections**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

## **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.

## **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: Exploring outdoor experiences**

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

### **Unit 2: Discovering outdoor environments**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

## **Physical Education**

### **Unit 1: The human body 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: Physical activity, sport and society**

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

## **Product Design and Technology (Textiles)**

### **Unit 1: Product re-design and sustainability**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer. Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

### **Unit 2: Collaborative design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

## **Psychology**

### **Unit 1: How are behaviour and mental processes shaped?**

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

## **Studio Arts**

### **Unit 1: Studio inspiration and techniques**

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

### **Unit 2: Studio exploration and concepts**

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

## **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.

## **Certificate III in ALLIED HEALTH ASSISTANCE (COURSE CODE HLT33015)**

This course is ideal if you are wanting to start a career in the health field. At this level you will get a taste of the health sector and operate under the direct supervision of a health professional.

This two-year course reflects the current industry expectations for the delivery of industry related training. The course will equip the student with information relevant to recent industry knowledge regarding safety, communications, environmental awareness and best practice.

The Certificate III in Allied Health Assistance is the key pathway to work as a support for Allied Health professionals, helping to implement patients' rehabilitation or maintenance therapy programs. This course is relevant to a wide range of health environments including hospitals, physiotherapy and occupational therapy and allied health practice settings.

Students who successfully complete this course are eligible for a Certificate in recognition of their studies. Part completion will generate a Statement of Attainment. The course also provides other opportunities for future studies and employment in the Health Industry.

This qualification is made up 8 core units and 3 elective units which include but are not limited to:

- Maintain a high standard of service
- Work with diverse people
- Recognize healthy body systems
- Participate in workplace health and safety
- Interpret and apply medical terminology appropriately
- Assist with movement
- Provide First Aid

### **ATAR Contribution**

Students who receive a Units 3 and 4 sequence for the VCE VET Health program in 2016 will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

### **Structured Workplace Learning**

***A minimum of 80 hours on the job clinical placements is a required element of the course. The timing of these placements are arranged by negotiation.***

## **VET Beauty Services**

Students undertaking Beauty Services through Yarrowonga College P-12 will be enrolled Certificate III in Beauty Services and work towards partial completion of this certificate. Certificate III in Beauty Services is a national qualification 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 9 core units and 4 elective units.

Examples of units of competence that may be covered over the 2 year program include:

- Work effectively in a retail environment
- Apply safe work practices
- Communicate in the workplace
- Demonstrate retail skin care products
- Design and apply makeup
- Provide manicure and pedicure services
- Work within nail services framework
- Apply nail art
- Provide lash and brow services
- Advise on beauty products and services
- Provide waxing services
- Research and apply beauty industry information
- Conduct salon financial transactions
- Provide salon services to clients

Students will gain credit towards the VCE or VCAL under the block credit arrangement where 90 hours of competencies will equate to one unit or credit.

## **Certificate II in Building and Construction (Carpentry)**

Certificate II in Building and Construction provides students with the opportunity to gain skills and knowledge 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.

### **Possible competencies covered include:**

- Work safely in the construction industry
- Workplace safety and site induction
- 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

Students will be involved in a number of practical activities and projects as part of the learning process.

## **Certificate II in Engineering Studies**

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 scored assessment. Certificate II in Engineering Studies provides a pathway for students into an engineering apprenticeship.

### **Possible competencies covered could include:**

- 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
- Produce basic engineering sketches and drawings
- Use engineering concepts to plan the manufacture of engineering components
- Handle engineering materials
- Produce basic engineering components and products using fabrication and machining
- Additional elective units

Students will be involved in a number of practical activities and projects as part of the learning process.

## **VET Hairdressing**

Students undertaking Hairdressing through Yarrawonga College P-12 will be enrolled in Certificate II in Salon Assistant. Certificate II in Salon Assistant has been designed as a preparatory qualification for further training in the Hairdressing industry. It is aimed at those wishing to develop skills and knowledge relevant to and begin working towards a career in the Hairdressing industry.

To gain Certificate II in Salon Assistant, students need to demonstrate competency in the eight core units and four elective units

Units of Competence that may be covered over the 2 year program include:

- Contribute to health and safety of self and others
- Provide shampoo and basin services
- Provide head, neck and shoulder massages for relaxation
- Apply hair colour products
- Dry hair to shape
- Braid hair
- Maintain and organise tools, equipment and work areas
- Research and use hairdressing industry information
- Rinse and neutralise chemically restructured hair
- Conduct salon financial transactions
- Greet and prepare clients for salon services
- Recommend products and services
- Comply with organisational requirements within a personal services environment
- Communicate as part of a salon team
- Receive and handle retail stock
- Produce visual merchandise displays
- Sell to the retail customer

Successfully completed units can be credited to the theory component of a hairdressing apprenticeship or Certificate III in Hairdressing. Students will also gain credit towards the VCE or VCAL under the block credit arrangement where 90 hours of competencies will equate to one unit or credit.

## **VCE VET Hospitality**

The VCE VET Hospitality program is designed as a two year program drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry

The VCE VET Hospitality program aims to:

- provide participants with the knowledge and skills reflective of the hospitality industry
- allow students to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Upon successful completion of the relevant units of competence, students undertaking the VCE VET Hospitality course through Yarrawonga College P-12 will:

- be eligible for completion of the SIT20312 Certificate II in Kitchen Operations
- have gained recognition for a minimum of two VCE units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Units of competence undertaken as part of the Kitchen Operations stream will include:

BSBWOR203B	Work effectively with others
SITHCCC102	Prepare simple dishes
SITHIND201	Source and use information on the hospitality industry
SITXFSA101	Use hygienic practices for food safety
SITXINV202	Maintain the quality of perishable items
SITXWHS101	Participate in safe work practices
SITHCCC101	Use food preparation equipment
SITHCCC201	Produce dishes using basic methods of cookery
SITHKOP101	Clean kitchen premises and equipment
SITHCCC202	Produce appetisers and salads
SITHCCC203	Produce stocks, sauces and soups
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes
SITHCCC207	Use cookery skills effectively
SITXINV301	Purchase goods

## **VCE VET Music**

Students undertaking VET Music through Yarrawonga College P-12 will be enrolled in Certificate III in Music Industry (Performance). This certificate provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry.

To gain Certificate III in Music Industry (Performance), students need to demonstrate competency in 4 core units and 7 elective units

Units of Competence that may be covered over the 2 year program include:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Make a music demo
- Develop improvisation skills
- Develop and maintain stagecraft skills
- Perform music as part of a group
- Perform music as a soloist
- Develop ensemble skills for playing or singing music
- Develop technical skills in performance
- Prepare for performances
- Notate Music

Students wishing to receive an ATAR contribution for a Units 3 and 4 sequence from VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

## **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 which may include

- 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
- 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