

2023



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

# YEAR 10 COURSE SELECTION GUIDE

# A 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
History <b>or</b> Geography	Music	Textiles
Commerce <b>or</b> Commerce Work	Visual Communication	Wood Work
Health and PE		

## 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 2024, 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 VCE or VCE VET study for 2023. Subjects offered may change according to final offerings and available places.**

VCE Unit 1 and 2 Subjects	
Accounting	Health and Human Development
Art – Creative Practice	Legal Studies
Biology	Literature
Business Management	Media Studies
Computing	Outdoor Education
Drama	Physical Education
Food Studies	Psychology
Geography	Textiles
History	Visual Communication

<b>VCE VET Subjects</b>	
Allied Health	Hospitality
Beauty	Hairdressing
Building and Construction	Music Industry (Performance)
Engineering	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	Mr. Jeremey O'Brien
Year 10 Coordinator	Ms. Fleur Rhodes
Year 11 Coordinator	Mr. Matthew Tregenza
Pathways Leader	Mr. David Rose
Senior School Leaders	Mr. Chris O'Neill 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: 'Nona and Me', 'Montana' and 'To Kill a Mockingbird'. 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:

- Oral Presentations
- Analytical Essays
- Creative Responses
- Presentation on an issue
- Comparing texts
- 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 Humanities

## 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. These may include photography, 3D modelling, drawing, print making, painting or computer generated art. 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 presentation. It acts as an introduction to VCE Unit 1 and 2 Food Studies and 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 technical 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
- Exam – written and practical

## 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

## **Subjects offered for Students undertaking an Accelerated Learning Pathway**

### **VCE Units 1 and 2**

#### **Accounting**

##### **Unit 1: The role of Accounting in business**

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

##### **Unit 2: Accounting and decision-making for a trading a business**

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

#### **Art Creative Practice**

##### **Unit 1: Interpreting artworks and exploring the Creative Practice**

In this unit students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses.

##### **Unit 2: Interpreting artworks and developing the Creative Practice**

In this unit students examine artworks from different periods of time and cultures, and explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

## **Biology**

### **Unit 1: How do organisms regulate their functions?**

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### **Unit 2: How does inheritance impact on diversity?**

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

## **Business Management**

### **Unit 1: Planning a business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### **Unit 2: Establishing a business**

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

## Chemistry

### **Unit 1: How can the diversity of materials be explained?**

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.

### **Unit 2: What makes water such a unique chemical?**

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in.

## Computing

### **Unit 1**

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology

### **Unit 2**

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. Students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.



## **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 Studies**

### **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.

## **Geography**

### **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: Understanding health and wellbeing**

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area

### **Unit 2: Managing health and development**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## **History**

### **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 – Guilt and liability**

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### **Unit 2 – Sanctions, remedies and rights**

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

## **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: Media forms, representations and Australian stories**

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### **Unit 2: Narrative across media forms**

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

## **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.)*

### **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. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students gain insight into a variety of responses to, and relationships with, nature.

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

In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

## **Physical Education**

### **Unit 1: The human body in motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also consider strategies to minimise the risk of illness or injury to each system.

### **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. Students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

## **Physics**

### **Unit 1: What ideas explain the physical world?**

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

### **Unit 2: What do experiments reveal about the physical world?**

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students also study one of twelve options, astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

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

### **Unit 1: Sustainable product redevelopment**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

### **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 end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

## **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.

## **Visual Communication and Design**

### **Unit 1: Introduction to visual communication design**

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 create messages, ideas and concepts, both 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 within design fields**

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 also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

## **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 may 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

### **ATAR Contribution**

Students wishing to receive an ATAR contribution for the scored Units 3 and 4 sequence in VCE VET Health 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. Where a student elects not to receive a study score no contribution to the ATAR will be available for these units.

Students who receive a Units 3 and 4 sequence from electives outside the scored program may be eligible for an increment towards their ATAR. Increments for unscored VCE VET programs are calculated using 10% of the fourth study score 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.***



## **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.

To undertake this course, students are required to pay a materials, equipment and auspicings contribution of approximately \$200.

## **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.

To undertake this course, students are required to pay a materials, equipment and auspicating contribution of approximately \$200.

## **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 Yarrowonga 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 coursework tasks, and an end of year examination. 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.

Examples of Units of competence that might be undertaken as part of the Kitchen Operations stream include:

Work effectively with others  
Prepare simple dishes  
Source and use information on the hospitality industry  
Use hygienic practices for food safety  
Maintain the quality of perishable items  
Participate in safe work practices  
Use food preparation equipment  
Produce dishes using basic methods of cookery  
Clean kitchen premises and equipment  
Produce appetisers and salads  
Produce stocks, sauces and soups  
Produce vegetable, fruit, egg and farinaceous dishes  
Use cookery skills effectively  
Purchase goods

## **VCE VET Music**

Students undertaking VET Music through Yarrowonga 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

Example 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, examples of 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 legal and ethical coaching practices
- Assist in preparing and conducting sport and recreation sessions
- Coach junior players to develop fundamental perceptual motor skills
- Implement sport injury prevention
- Maintain sport and recreation equipment for activities
- Maintain sport and recreation facilities
- Organise and maintain work areas

To undertake this course, students are required to complete a First Aid course at a cost of approximately \$150.