YEAR 10
COURSE HANDBOOK

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INTRODUCTION

YEAR 10 IS A TIME TO CONTINUE TO GROW ACADEMICALLY

Year 10 builds upon the independence and strengths built throughout Year 9. In Year 10 it is possible for students to begin the Victorian Certificate of Education (VCE) and their pathway to tertiary studies or employment. Vocational Education and Training (VET) studies are often incorporated into a traditional VCE program by our students as this combines general VCE studies with vocational training and experience in the workplace. At Kilbreda College we feel that certain students are ready for the challenge and will benefit from this opportunity. Admittance to a VCE/VET subject as a Year 10 student will depend on academic performance, work ethic and attendance. The great majority of VET studies contribute to the ATAR that a student will achieve upon completion of her VCE studies score in the same manner as the more traditional VCE studies, though they must be taken over two years to obtain the Certificate and an ATAR contribution. For the purpose of greater clarity, even though the VET subjects that we offer are in fact VCE subjects, they will be distinguished as VCE or VET.

As part of their Core Studies, students will complete an internally developed Religious Education course loosely based on VCE Religion and Society, Unit 1 – Religion in Society. The other core (mandatory) studies at Year 10 which extend over a full year are English, Mathematics, Science and Physical Education.

Students are required to make choices about their program in Year 10. They make choices about their Mathematics program late in Term 2 for Semester 2 (see page 7). It is important that students choose studies that will open doors for their future pathways. Students are encouraged to talk to their Mathematics teacher about this choice when the time comes late in Semester 1.

The electives program at Year 10 extends on that provided at Year 9. As was the case last year, it allows students to choose from a wide range of studies. The studies have been selected to allow students to pursue their interests and build their skills. They include Kilbreda, VCE and VET courses. Elective choices will be made online via the Parent or Student portal on the Kilbreda College home page.

In summary, all students will undertake core (mandatory) studies over a full year in Religious Education, English, Mathematics, Science and Physical Education. In addition, there are three elective blocks available – a total of six semester’s worth of choices. Both full year and semester length electives are available. The student may apply to have one of their full year electives as a VCE or VET subject if she meets the standards required. Please note that VCE Drama Unit 1&2 is ONLY offered at Year 10. This subject will not be available to you as a Year 11 student. More information on VCE subject choices can be found on page 6.

We encourage each student to make choices that suit her talents and interests. It is now time to begin setting your pathway. Families are encouraged to talk to staff about their daughter’s choices.
YEAR 10 IS A TIME TO BE INVOLVED IN LEVEL ACTIVITIES

All Year 10 students are involved in
- The Big Sister / Little Sister program with Year 7 students
- Work Experience / City Camp
- Morrisby Report – provides personalised information about skills, attributes and possible career options suited to that individual
- An internal Religious Education subject, with the possibility of taking one other VCE or VET elective subject if academically able and sufficiently mature.
- The Pre-Driver Education Seminar – Keys Please

Students may opt to participate in
- Community radio program
- One of a number of personal development and leadership seminars and workshops held during the year
- Kids teaching Kids Conference
- The Peer Mediator program
- Building Bridges – Interfaith program

YEAR 10 IS A TIME TO PARTICIPATE IN THE WIDER LIFE OF OUR SCHOOL

All girls are encouraged to participate in some of the many co-curricular activities available to Year 10 students.

Academic
Alliance Française and Dante Alighieri poetry recital competitions and externally set English, Mathematics and Science competitions.

Community involvement and action for justice
Community Fundraising, Vinnies (St Vincent de Paul) activities, Environmental Action, Justice & Democracy Forum, Caritas, Community Service – Swimming with Bayside Special Development school

Performance
Choral Groups, Debating, Instrumental Ensembles, Kilbreda Music and Drama Festival, Musical Soirees, Public Speaking, School Musical, Senior Band or Choir.

Sport
Lunchtime: fun runs, power walks, zumba and sports training.
Interhouse: athletics and swimming carnival, Interschool: athletics, badminton, basketball, cross country, diving, equestrian events, football (AFL), hockey, netball, soccer, surfing, swimming, softball, tennis. triathlon and volleyball.
YEAR 10 TO VCE/VCAL

When your daughter is in Year 10, she will develop a stronger understanding of her abilities, personality and interests and how they may be utilised to begin exploring subject and career options for the future. She may undertake workplace learning in order to better understand what will be expected of her in the world of work. During Year 10, students participate in the Morrisby testing program; the results of which combine objective assessments of abilities with detailed questionnaire responses measuring such things as career interests, work attitudes, talents and motivations.

You might like to talk with your daughter about some of these things:
- What subjects are they enjoying in Year 10? Why? Are they interested in continuing these in Year 11? How will these subjects be different in Year 11?
- Can they see themselves building a career in these subjects in the future? What kind of jobs would be related to these subjects?
- What will the demand for these jobs be in the future? (The myfuture website and the Victorian Skills Gateway have information about the demand for different occupations.)
- Did they enjoy their work experience? What did they learn from it? Has it changed the way they think about possible careers?
- Do they understand the difference between VCE and VCAL? Who can they talk to at school to find out more?
- Do they understand the difference between university and TAFE?
- What university and TAFE courses might they be interested in at the end of Year 12?
- Do they know if there are any prerequisite subjects for these courses?
- Do they know if there are pathways from TAFE to university for these courses?
- What skills and personal qualities will they need to develop for the careers that they are interested in? Which subjects and courses will best help them get those skills?

Here are some questions you might have for your school:
- What is meant by the term pathways?
- What are the different options available for your child in senior school? What is the difference between each of these? e.g. VCAL, VCE, VET, School Based Apprenticeships and Traineeships
- What will I learn about if I attend parent information presentations?
- How can my child work out what subjects they should do?
- How does VET contribute towards VCE and VCAL?
- How does the ATAR work?
- What support does the school provide to assist my child to make decisions about their future?
- What are prerequisite studies? Why are they needed for a particular course? How can I find out more information about these studies?
- How can my child get some experience in the workforce?
- What happens if my child wants to leave school before finishing Year 12?
- How can I support the aspirations and engagement of my child?
- What activities does the school offer to support my child to continue to develop a Career Action Plan?
- Will I have the opportunity to talk with the school and my child about their Career Action Plan?
- What are the advantages/disadvantages of my child obtaining a part-time or casual job?
- Can my child enrol in a university study in Year 12? What are the advantages of doing this?
PLANNING YOUR COURSE

The curriculum includes

- Core studies – taken by all students
- Core studies with internal choice in Semester 2 – Mathematics
- Full year elective studies
- Semester elective studies

Making your selections (online)

For the past several years all student selections have been undertaken online. If making selections from home, simply open the school website at www.kilbreda.vic.edu.au and log onto the Parent or Student portal using your password. If you cannot recall your password, contact Kristy Bellas, the IT Systems manager. Comprehensive instructions as to how to make your selections are provided at the “Subject Selection” tab under “Instructions on how to use this page” across the top of the page.

To make your selections, you must select from the drop-down boxes your SIX preferences from 1 to 6. You must also list TWO back-up or reserve selections (Preferences 7 and 8) in case it is not possible to timetable those which you have chosen. Note that each selection constitutes a semester interval. If you have selected a VCE / VET elective or one of the other full year electives then you must use two of your Preferences. In the case of VCE/VET elective choices, you should select the subject with one of your choices and then register a later choice with the preference “No subject required”.

The actual semester (first half of the year or second) that each elective will run has not yet been determined. Subjects will be blocked to accommodate student preferences and will only run if there is sufficient interest for the class to be viable.

Students are encouraged to discuss their options widely before making decisions.

Mathematics

No decision is required about Mathematics study at this stage – all students (apart from those who have been recommended to take Foundation Maths or are offered a position in the Mathematics A (Explorations/extension studies class) will complete a standard Year 10 Maths course of study in Semester One. These students will make a decision in late semester one about which path suits them best going forward into semester two (see page 8 for further details).

Electives

In 2016 there will be three elective blocks on the timetable alongside the core blocks of English, Mathematics, Science, Physical Education and Religious Education. Each block is available for a full year and so can accommodate two semesters. Some electives, including the VCE/VET subjects, are full year while others are semester length.
<table>
<thead>
<tr>
<th>Core subjects</th>
<th>Full year length electives</th>
<th>Semester length electives</th>
<th>VCE/VET full year length electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>*Art</td>
<td>Beyond Reasonable Doubt</td>
<td>Art</td>
</tr>
<tr>
<td>English</td>
<td>*Food technology</td>
<td>History</td>
<td>Biology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>French</td>
<td>Human Experience</td>
<td>Dance</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Italian</td>
<td>Human Movement</td>
<td>Drama</td>
</tr>
<tr>
<td>Science</td>
<td>Japanese</td>
<td>Inside Sport</td>
<td>Health and HD</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Introducing English Language</td>
<td>History</td>
</tr>
<tr>
<td>*Textiles</td>
<td>Literature</td>
<td>Info Tech</td>
<td></td>
</tr>
<tr>
<td>*Visual Comm. and Design</td>
<td>Make/break law</td>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical Science</td>
<td>Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mind your business</td>
<td>Psychology</td>
<td></td>
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<td></td>
<td>Multi Media</td>
<td>VET Business</td>
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<td></td>
<td>VET Catering Operations (Hosp)</td>
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<td></td>
<td></td>
<td>VET Sport &amp; Rec</td>
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</tbody>
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*Note that the Creative Arts and Technology electives of Art, Food Technology, Textiles and Visual Communication and Design are available as full year electives OR can be taken for a single semester. Students who have a passion for one (or more) of these subjects and are seriously considering taking the subject on to the VCE years should enrol for both Semesters 1 and 2 by using two of their six preference selections.

**VCE / VET subjects**

*Why might I want to apply for a VCE subject when in Year 10?*

For a select number of students in Year 10 the option of undertaking VCE studies might be well suited to their needs. Indeed, the elective subject VCE Drama Unit 1 & 2 is only available to Year 10 students. If a student wishes to take this study then she must do it next year. For students who have a strong interest in Performance, a possible pathway is VCE Drama Units 1&2 in Year 10, Theatre Studies Units 3&4 in Year 11 and finally Drama Units 3&4 in Year 12. Many students wishing to obtain a VET certificate apply to take the Certificate II in Year 10 and then complete the Cert. III in Year 11, though it is of course possible to take these over Year 11/12.

Students should note that VET subjects offered at Kilbreda College need to be taken over two years for students to be awarded their Certificate III and so to have the subject contribute to their ATAR score. To do a VET subject for a single year only is of no value whatsoever in the context of gaining a Certificate or ATAR score aggregation. It will, however, contribute two units to your VCE requirement of 16 units.

*Can I apply to take two VCE subjects next year?*

Except in the most exceptional of circumstances a student will NOT be permitted to take more than one VCE/VET subject at Year 10. Why not? The demands of tackling two subjects at this level often result in significant negative effects on the student’s performance in her other Year 10 subjects. Of even greater concern is the great difficulty most students experience in balancing the demands of potentially two Unit 3/4 subjects being taken when they are in Year 11, with its much greater associated workload.
Perhaps a more useful question to ask, rather than “Why am I not allowed to do two VCE subjects in Year 10?” is the obverse “Why would I want to do two VCE subjects in Year 10 in the first place?”

**How do I choose what is best for me, if anything?**

It is a widely held urban myth that all students should undertake a VCE subject at Year 10 to “get ahead” or to gain an advantage over other students across the state in the great ATAR (Australian Tertiary Admissions Rank) race. What is demonstrably not mythical is that the better prepared a student is coming into her VCE years, the better she will perform. A solid year 10 and 11 will really enable a student to achieve of her best in the final year of her secondary schooling. As is the case with most things in life, a sound preparation and foundation is critical to ultimate success. Some questions to ask yourself might include:

- **Why am I doing this?** Do I have a real passion for this (VCE) subject, or am I just choosing it because my friends are taking it?
- Does it fit in with my broad thoughts about which direction I may wish to take later on? You may have no idea – that’s fine too.
- How well organised am I? Do I get my homework done to the appropriate standard, or is it too often completed in the corridor just before class?
- Do I have the requisite maturity for VCE subjects? Some parts of every subject can seem ‘boring’ – will I just switch off and fall behind?
- Might I be better off to first do a Year 10 elective in my chosen area (if one exists) to gain a better understanding of the subject matter and whether or not I am suited to it?

By their very nature, some VCE subjects are better suited to being taken at Year 10 level than others. It is not that these subjects are necessarily “easier”, it is more that their content is more accessible to the average student. Every VCE subject requires effort and self-discipline if you are to succeed.

The Table below should be used as a general guide if you elect to apply for a VCE subject:

| Do you want to apply for a VCE or VET subject at Year 10? |
|---|---|---|---|
| **Only available in Year 10** | **Well suited** | **Choose with care** | **Not suited** |
| VCE Drama 1&2 | VET Business II | VCE Art | No other VCE subjects will be made available to Year 10 students |
| | VET Catering Ops | VCE Biology |
| | VET Sport & Rec | VCE Dance |
| | VCE Legal Studies | VCE Psychology |
| | VCE Health & HD | VCE History |
| | VCE Media | External Languages |
| | VCE Info Tech | VCE Drama 1&2 |

The subjects listed as “Choose with care” all require a strong measure of skill and expertise before they should be considered. VET Dance, for example, requires students to already possess significant competencies as a dancer. VCE Biology and Psychology are both very demanding subjects and should only be considered by the most able of Science students.
Note that a small number of students may elect to undertake VCE studies at Year 10 outside the school (eg. VCE Politics or Languages such as Greek or Vietnamese) on Saturday mornings. In these cases, the student will not be permitted to take a further VCE/VET subject at Kilbreda while in Year 10. Nor will any student be permitted to enrol in an external VET subject, taught at an external TAFE provider, as a Year 10 student.

A significant proportion of students may elect to not apply for any VCE or VET subjects at all at Year 10; this is a perfectly feasible option. Only a select few students are emotionally and academically suited to undertaking this challenging path at the beginning of Year 10.

Every effort will be made to give as many students as possible their preferred options. In addition to her selections, students will select TWO back-up choices (one full year elective and one semester elective). These extra options will be called upon where there are insufficient numbers for a class or irreconcilable timetable clashes.

How do I apply?

Any application from a current Year 9 student to undertake a VCE Unit 1 & 2 or VET subject MUST be accompanied by a completed and signed Application Form, as included at the back of this Booklet as Appendix One. Note that your academic and attendance record, along with your demonstrated work ethic will be closely scrutinised in the Application process.

The due date for submission of your Application, along with your subject selection form is Thursday 13 August 2015. The form should be handed to your Homeroom teacher.
YEAR 10 CORE STUDIES

ENGLISH

In accordance with the National Curriculum in 2013, the three strands for focus in the study of English will be Language, Literature and Literacy. Through the study of a wide range of written and audio-visual texts, students are encouraged to engage with the people and issues they encounter in the texts while also developing their competencies in, and appreciation of the English language. Skills in reading, writing, listening and speaking are extended throughout the year.

The chosen texts include two novels, a Shakespearean play, short stories, poems, a film study and media texts. Wide reading is also encouraged. Students explore different writing genres and write for different purposes and audiences. Oral presentations are delivered to the class and to small groups. Students are regularly required to reflect on their learning, both in its content and their use of learning strategies. Self-assessment is integral to this process. Teacher assessment includes writing folio, written text responses, issues responses and oral presentations. Some tasks are completed to time.

Year 10 English Options

Year 10 electives are offered for both English Literature and English Language and would be a wise choice for any student considering these pathways in VCE. English Language and English Literature are specialist subjects and should not be viewed as easier options in replacement of English.

It is recommended that students should have achieved strong results in English before considering either English Language or Literature instead of English. The summary below explains the many variations of VCE English currently available to you at Kilbreda College. Although you are at the beginning of your VCE pathways some of you may gain insight into your selections by being well informed about your options in the future.

Year 11:
- You can take English and/or English Literature and/or English Language
- No more than 2 Englishes can be taken at any one time.
- Some specialist teachers would advise you to consider selecting English in addition to your specialist English subject in year 11 in order for you to make an informed choice in year 12. This is, however, entirely up to you.

Year 12:
- It is advised to select your 3 & 4 English studies out of the English group you studied in year 11.
- Those who wish to drop English Language or English Literature and pick up English at year 12 can do so. Seeking advice regarding this change is advised from both a year 11 and 12 Teacher and/or the English Coordinator.
- Those who wish to drop English and pick up English Literature or English Language at year 12 will need to seek advice from their year 11 English Teacher, and/or the year 11 and 12 Specialist Teachers in the area and/or the English Coordinator.
MATHEMATICS

All students study Mathematics with a number of courses being offered to suit different needs and interests. All girls are encouraged to discuss the options and consider their choices carefully. These choices will be made late in Term 2 and do NOT form a part of this Subject Selection process.

OPTIONS 1 and 2 Involving Mid-Year Choice

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Mathematics</td>
<td>10 Mathematics (Maths Methods Prep)</td>
</tr>
<tr>
<td>10 Mathematics</td>
<td>10 Mathematics (General Maths Prep)</td>
</tr>
</tbody>
</table>

The choice for Semester 2 is made in the middle of Year 10 after experiencing Year 10 Mathematics (Semester 1) and exploring career and education pathways.

Year 10 Mathematics (Semester 1)

In the first semester students study theoretical and practical applications of mathematical ideas relating to Linear Relationships, Simultaneous Equations, Quadratic Algebra, Indices, Trigonometry, Statistics and introductory Probability. Students then choose their Semester 2 Mathematics subject (Year 10 Methods Prep or Year 10 General Prep) based on their needs, abilities and interests.

Students engage in a number of tasks, both project and skills practice based, with graphing calculator support for essential technology skill development. Competence in using the ClassPad CAS calculator is developed and assessed. Students are expected to keep a well organised notebook for sample problems and exercises done in class and to maintain an ordered folder of completed homework to be used for skills revision throughout the year. Assessment for each topic includes topic tests, quizzes, worksheets, homework checks, problem-solving tasks, and investigative tasks, as well as an end of semester examination.

Year 10 Mathematics (Maths Methods Prep)

In this second semester subject, students study theoretical and practical applications of mathematical ideas which provide the basis for studying VCE Mathematical Methods Units 1 and 2. The major content areas include Algebraic Techniques, Quadratic Equations, Graphs of Non-Linear Relations and Geometrical Reasoning. Students then choose their Year 11 Mathematics subject/s (Methods, General or both) based on their needs, abilities and interests.

Tasks and assessment are similar to Year 10 Mathematics (Semester 1), including a final examination in November.

Year 10 Mathematics (General Maths Prep)

In this second semester subject, students study theoretical and practical applications of mathematical ideas which provide the basis for studying VCE General Mathematics Units 1 and 2. The major content areas include Financial Mathematics, Linear Modelling, Measurement, Geometrical Reasoning and Statistics. Students then choose VCE General Mathematics Units 1 and 2 for Year 11 should they wish to continue with Mathematics. This choice will be based on their needs, abilities and interests.

Tasks and assessment are similar to Year 10 Mathematics (Semester 1), including a final examination in November.
OPTION 3 - Full Year Course

VCAL Numeracy (Foundation or Intermediate Level)
In this subject studied over the whole year there is a strong emphasis on using mathematics in practical contexts related to everyday life, personal work and study. The course is centred on the Areas of Study and Outcomes of the Victorian Certificate of Applied Learning (VCAL). The main content areas are Space and Shape, Patterns in Number, Handling Data, and Measurement and Design.

Students engage in a number of tasks with computer software and scientific calculator support. Assessment is in the form of checks of routine skills, problem-solving, and project work based on community and personal situations.

VCAL Numeracy meets the needs of students for the Numeracy requirement of their Certificate. At Foundation level, it is a terminal course in that it is NOT possible for a student to take up VCE studies in Mathematics in Year 11 or 12. However, depending on the assessment tasks taken by the student within the class, she can meet the requirements of Intermediate level of VCAL Numeracy. This option would make available to her the pathway of taking VCE Foundation Mathematics Unit 1 (or Units 1 and 2) at Year 11. This VCE subject meets the accreditation requirements for students at Intermediate and Senior levels of the VCAL.

OPTION 4 - Full Year Course

Year 10 Mathematics Advanced
Students enter this subject by invitation after expressing an interest and completing an Entrance task. A student’s performance in this task and their results in selected Year 9 Mathematics assessment tasks are used to determine their suitability for this course. The course deals with theoretical and practical applications of mathematical ideas. The major topic areas include Rational and Irrational Numbers, Logarithms, Polynomials, Non-Linear Equations and Graphs, Measurement, Trigonometric Functions and Geometrical Reasoning. Students who complete this course competently are well prepared for all VCE Mathematics units.

Tasks and assessment are similar to Year 10 Mathematics (Semester 1), with students having the opportunity to plan and run a revision session for a topic of their choice. There is an examination in November.
PHYSICAL EDUCATION

In this practical course students build on their fitness levels, game skills and ability to analyse and refine their performance. Cooperation, teamwork and good sportsmanship are fostered and expected. In Semester 1, students are given the opportunity to participate in Beach Volleyball, Tennis, Trampolining, Netball, Basketball, Circuits, Fitness Testing and Indoor Hockey. In semester 2, the options consist of Golf, Softball, Cricket, Touch Football, Dance and Aerobic activities. They also travel to Goodlife in Sandringham and engage in boxing, spin, body pump, body combat, Pilates or Zumba classes.

Assessment is based on evaluation of skill execution, decision making in games, support and teamwork in team situations, activity levels and cardiovascular fitness.
RELIGIOUS EDUCATION

The Religious Education program in Year 10 aims to:
- extend student knowledge and understanding of the Christian faith and Catholic tradition.
- give opportunities for personal reflection and faith development.
- nurture and develop spiritual awareness and practices.
- extend student appreciation of other religious traditions and practices.
- encourage acceptance of and action for peace, justice and tolerance.
- promote healthy self-image and constructive relationships.
- foster Christian values and promote informed decision making.

All Year 10 students will undertake an internally developed Religious Education program involving the study of:

- The religious world: - An introduction to the origins and place of religion in human society; an overview of the eight aspects of religion; an exploration of images of God and students’ own experiences of God.
- World religions: - A review of the diversity of religious traditions in the world and in Australia; identification of the core beliefs and practices of a range of world religions; a study of at least two major religious traditions and the ways in which they express their religious identity and interact with the wider society.
- Religious identity: - An exploration of the interplay between a person’s identity, their spiritual/faith expression, and their interaction with the wider community. This is undertaken in part by hearing from a range of visiting speakers from different faith backgrounds.
- Scripture study: - An overview of the Gospel of Matthew or Mark; close study of several key Gospel passages and themes; application of Gospel messages to the contemporary world.
- Choices - relationships and sexuality: - Exploring conscience, values and identity; reflecting on relationships; considering risky situations and harm minimisation strategies; providing information to reduce risk taking including guest speaker: Real Talk; developing a scaffold for informed decision making based on conscience, Christian values and current accurate information.

Assessment

Assessment may include analytical exercises, reports, assignments, oral presentations, field trips, and responses to guest speakers.
SCIENCE
Learning about natural phenomena, understanding scientific concepts, principles and processes as well as considering some contemporary debates and day-to-day applications of science are intrinsic to this course. Study of units from Biology, Physics and Chemistry gives students an opportunity to make informed choices for their VCE years. Specific topics include: Genetics, Evolution, Motion of objects and the application of Newton’s Laws, Chemical interactions and Materials.

All of the major disciplines Physics, Chemistry and Biology are taught by the one Science Teacher responsible for that particular Homeroom. Each Year 10 class will focus on these three specialist areas for approximately a twelve week period. In around the middle of term four, the students attend revision lectures and exam preparation classes to assist in study and revision techniques for the end of year Science Exam, covering all the content studied during the year.

Theory and practical components reinforce each other. In theory lessons students are introduced to relevant concepts and applications. Class discussions of their relevance to life today often occur. Students are expected to complete set tasks from the text and various other sources. Practical experiments are undertaken and a record of all practical work is required. Detailed practical reports are written about some experiments. A number of research reports must be completed. Students are encouraged to question and evaluate current scientific theories and are required to demonstrate their knowledge and understanding in written topic tests as well as the end of year examination.
YEARS 10 ELECTIVE STUDIES – FULL YEAR ELECTIVES

The following elective subjects will be available to all students currently in Year 9, 2013, provided a sufficient number of students choose them to make it viable to offer the class. Electives are of either semester length or full year studies. Note that the list following this one includes some VCE Unit 1 & 2 studies and some VCE/VET studies from which students may also choose.

**ART** (can be taken over full year or just a single semester)

In the Art course students have opportunities to experience working in a range of media and to extend their understanding of artworks from a variety of cultures and periods. Students explore different sources of inspiration, including artists studied and develop their own individual ideas, styles and techniques in the production of their artworks. Students are encouraged to reflect upon, discuss and evaluate their work in progress and their finished pieces. Practical experiences are in the areas of 2 dimensional and 3 dimensional art forms such as drawing, painting, mixed media, printmaking, ceramics and photography.

The design process and finished pieces of work for each unit, and art appreciation responses relating to practical tasks, are assessed. Any student wishing to undertake studies at VCE level in Art and/or Studio Art is strongly recommended to take this elective at Year 10.

Learning activities include:
- Developing a visual diary
- Producing a Final Artwork with each medium
- Working on a community project
- Viewing art film and documentary and investigating the Darkroom and digital computers
- Excursions to art galleries
- Discussion and debate about art
- Developing an appreciation of classical, modern and post-modern artists.
FOOD TECHNOLOGY (can be taken over full year or just a single semester)

Three units are covered in the course. The first unit is International Cuisines, which involves students learning about the foods of a number of countries and producing some of these foods in class. In the second unit, Supersize Me, students look at issues surrounding nutrition and the consequences of a poor diet. The final unit is Masterchef, which involves groups of students completing a number of the Masterchef challenges.

This Year 10 course has theory and practical components. Activities include discussion, note taking, producing posters and diagrams, watching videos, conducting research and presenting findings to the class. Students complete a number of design briefs which involve research, planning, designing, producing and evaluating a product. There are also some short answer tests of recall and interpretation.

Practical classes focus on the development and extension of food preparation skills. Students work individually or in pairs to produce a range of products including baked goods and main meals. Afterwards, they reflect on their work practices and products. There is ongoing teacher assessment of practical skills and kitchen management during classes.

Note: At least one of either Year 10 Food Technology or VCE Food and Technology Units 1 & 2 is the minimum requirement needed to study VCE Food and Technology Units 3 & 4.
This study is designed to enable students to understand and use French within the world of teenage experience and on topics related to events of general interest. Students' skills in reading and writing in French, as well as in listening and speaking are extended throughout the year.

Resources include set texts and extension materials produced by the teacher using authentic French material. Students explore different writing genres, particularly letters, journals, descriptive writing and job applications. Through a major project on an aspect of French culture, students raise their awareness of changes occurring in contemporary French society.

Assessment of reading, writing, listening and speaking skills occurs on a regular basis and students are expected to integrate their knowledge and understanding throughout the year in various written, aural and oral tasks and tests.

Areas of study:
French is taught through various topics of interest such as:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>• Describing &amp; expressing opinions about clothes &amp; fashion</td>
<td>• Daily routine</td>
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<tr>
<td>• Modes of transport/train timetables</td>
<td>• Pets and their care</td>
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<tr>
<td>• Visiting cities and countries</td>
<td>• Significant dates in the French calendar</td>
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<tr>
<td>• Describing people’s appearance &amp; personality</td>
<td>• Sports and other leisure activities</td>
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<td>• Giving opinions of films or TV programs</td>
<td>• Talking about past events</td>
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<td>• The Horoscope</td>
<td>• My Aspirations</td>
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<tr>
<td>• Berthe Mouchette Poetry Competition</td>
<td>• World of Work</td>
</tr>
<tr>
<td>• Cultural component: Les grands couturiers français.</td>
<td>• Cultural component: an assignment on famous landmarks in Paris</td>
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</tbody>
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Learning Tasks and Assessment:
• Individual and group oral tasks
• Listening comprehension tasks
• Reading comprehension tasks
• Writing tasks
• Grammar and vocabulary tasks
• Cultural assignments

Preparation for VCE: Students must complete both semesters of French
This study is designed to enable students to understand and use Italian within the world of teenage experience on topics related to events of general interest. Their skills in reading and writing, as well as in listening and speaking are extended throughout the year.

Resources include set texts and extension materials produced by the teacher using authentic Italian material. Students explore different writing genres, particularly letters, journals, descriptive writing and job applications. Through a major project on an aspect of Italian culture, students raise their awareness of changes occurring in contemporary Italian society.

Assessment of reading, writing, listening and speaking skills occurs on a regular basis and students are expected to integrate their knowledge and understanding throughout the year in various written, aural and oral tasks and tests.

**Areas of study:**
Italian is taught through various topics of interest such as:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>• Health &amp; Fitness</td>
<td>• Overseas Travel</td>
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<td>• Daily Routine</td>
<td>• Italians Abroad</td>
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<tr>
<td>• Giro d’Italia</td>
<td>• My Aspirations</td>
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<tr>
<td>• Personal Qualities</td>
<td>• World of Work</td>
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<tr>
<td>• Relationships</td>
<td>• Further Education</td>
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<tr>
<td>• New Technologies</td>
<td>• The Horoscope</td>
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<tr>
<td>• Environmental Issues</td>
<td>• Cultural component: an assignment on holiday resorts</td>
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<tr>
<td>• Dante Alighieri Poetry Competition</td>
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<tr>
<td>• Cultural component: a study of Verona and the setting of Romeo e Giulietta</td>
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</tbody>
</table>

**Learning Tasks and Assessment:**
- Individual and group oral tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Grammar and vocabulary tasks
- Cultural assignments

**Preparation for VCE:** Students must complete both semesters of Italian.
LANGUAGE: JAPANESE

This study is designed to enable students to understand and use Japanese within the world of teenage experience and on topics related to events of general interest. Resources include set textbook and workbook, as well as extension materials produced by the teachers. Students explore different writing genres, such as letters, journals, descriptive writing and job applications. Through a major project on an aspect of Japanese culture, students raise their awareness of changes occurring in contemporary Japanese society.

Areas of study:
- Telephone
- Party
- Moving
- Seasons
- Food

Learning tasks and assessment:
- Writing about their daily life
- Writing vocabulary, phrases and description
- Role play or oral presentation
- Listening comprehension
- Reading comprehension

Preparation for VCE: Students must complete both semesters of Japanese.
MUSIC

Year 10 Music focuses on developing skills in practical music and performance in solo and group contexts. Students should undertake private tuition on their selected instrument either at school or in the wider community. Individual programs of solo works are presented in class. Students are also encouraged to participate in the school’s ensemble program.

Students will further develop skills in aural and theory comprehension through the analysis of their solo and group repertoires and the use of sound and notation software. The performance and written assessments are equally weighted in the course.

Access to this elective will be restricted to students with previous musical experience and exposure, as determined by the Director of Music.
TEXTILES (can be taken over full year or just a single semester)

You may be interested in this Elective if you enjoy: being creative, designing, sewing, drawing, fashion styling and sustainable fashion

Or wish to pursue the subject in the senior years: Product Design & Technology Textiles

This Year 10 course has both theory and practical components. In theory classes students extend their understanding of textiles as applied to natural and synthetic fibres and the impacts that fabric manufacturing has on the environment. They will also learn how to create a Design Brief and produce a Folio. Students apply this knowledge to produce items such an eco-garment and another item of their choice.

Students will use a variety of skills during the production: technical sewing skills, planning, quality assurance and evaluating.

There are two areas of assessment:
Research (Garment construction) and Design Process (Folio)
VISUAL COMMUNICATION AND DESIGN (can be taken over full year or just a single semester)

For more information about this Elective, please see Area Leader: Mrs Radford

You may be interested in this Elective if you enjoy: Drawing, Designing, ICT / Photoshop

Or wish to pursue these subjects in Senior Years: Art, Studio Art, Textiles, Visual Communication

Major Focus – Description

Visual communication and Design (VCD) enables students to develop their visual understanding and practical problem solving skills using graphics techniques. They solve design problems while gaining an understanding of the design process. Students will explore the use and application of symbols, illustrations, instrumental and architectural drawing, three dimensional model/form, packaging, and the use of Information Communication Technology (Photoshop, Illustrator, etc).

Learning Activities include:

The course will develop skill and understanding of:
- Solve design problem for potential clients by satisfying a communication need.
- The ways in which graphics drawings and presentations can be used to communicate ideas and information.
- Develop skills in the use of computer imaging
- Solve communication and design problems creatively using graphic tools, drawing systems and the design process
- Develop and understanding of the role of a graphic designer and visual communication in retail and industry using issues relating to student interests.

Assessment

- Freehand drawing and rendering – experimentation with varied media and styles
- Computer Generated Design – Logo design, CD Cover Design
- Boxing me in / 3 Dimensional construction – development of ideas and the whole design process through to producing finished products with accompanying explanations
- Rendering / cropping exercise.
- Architectural Unit: Instrumental drawings (Plan view / Planometric Drawing) – draw with accuracy, using correct dimensioning and consistent scale.
- Poster Design
- Promotional design – researching and discussing methods of advertising and marketing
- Designing with Type
Special Information

Students must have a desire to be able to apply creative solutions to a set of selected criteria and generally enjoy the challenge of thinking in a lateral and expressive manner. Visual communication students at this level are expected to work on ideas, sketches and drawings outside of class time.
BEYOND REASONABLE DOUBT

In this course students are introduced to aspects of legal evidence through the field of forensic science. Consideration is given to changes over time and the impact of technology. The role of the expert witness and the integrity of evidence are discussed. Literature and the media are significant resources and critical thinking skills are fostered.

Activities include critically examining television and newspaper resources, reading and responding to a novel, group research, learning about court procedures and conducting and reporting on practical experiments. Assessment tasks are based on these activities.

Assessment Tasks
• Law/standard of proof for cases
• Problem solving skills/information analysis
• Application and limitations of forensic technologies

HISTORY: THE MODERN WORLD AND AUSTRALIA

The course begins with an overview of Australia’s place in the world in the period directly after WW1. We go back in time to the Roaring Twenties- the age of Jazz, the ‘flapper generation’ and the Wall St crash.

We look at the origins of WW2 in Europe, the rise of Adolf Hitler and the Nazi Party and the terrible atrocities committed during the Holocaust. We examine the impact of the Australian troops during the war, life at home in Australia and the bombing of Darwin. We conclude WW2 looking at the surprise bombing of Pearl Harbour and the dropping of the Atomic Bomb on Hiroshima.

We examine the issue of Human Rights in Australia, using the Freedom Rides as our focus and we compare this to the American Civil Rights movement in the 1960’s, where we watch Dr Martin Luther King give his famous “I Have a Dream” speech on the steps of the Washington monument.

Lastly we look at how our world changed in the decades following 1945, using popular culture as our focus. We examine the impact of rock and roll, Elvis Presley, The Beatles, The Rolling Stones, hippies and flower power in the 1960’s, the glam rock years of the 70’s with Elton John and Queen, through to the evolution of punk music in England. We look at the importance of television, film and sport in our lives, investigate the impact of America and England on our home grown industries and look at how Australia has in turn made its mark on the world.

Assessment tasks
• Group research and presentation of topics related to WW2
• Analysis of written and visual sources - Rights and Freedoms
• Investigation of key historical events and issues - Popular Culture
**HUMAN MOVEMENT**

Human Movement is a great introduction for students thinking about doing VCE Physical Education Units 1-4.

This course involves both practical and theoretical classes. The theoretical component consists of a study of the body systems. This includes the skeletal, muscular and cardio-respiratory systems which are explored in detail and related to exercise and health. Students also design their own individualised fitness training program using their knowledge of the body systems that have been studied. The practical component involves completing pre and post fitness testing to help design the training program and to evaluate the success of their program. Students also partake in their training program for a 4 week block.

It is expected that students commit to a high level of participation in practical classes and aim to achieve a high level of fitness.

Assessment tasks include; the major assignment on training programs which includes the development of an individualised training program, an end of semester exam, as well as individual assessment of practical participation.

![Human bodies in motion](image)

**INSIDE SPORT**

This course has theory and practical components. Students complete a research assignment on a chosen sport and then present a practical and theoretical lesson to the class. Throughout the semester the class will cover over 15 different sports. The students will develop skills in teaching, coaching and umpiring a sport. They will also research physical activities undertaken in different parts of the world and at different times in history.

Assessment tasks include the major research assignment on a chosen sport which includes both a practical presentation and oral presentation, minor research tasks, as well as individual assessment of practical participation. It is expected that students commit to a high level of participation in practical classes and aim to achieve a high level of fitness.

![Students running](image)
INTRODUCING ENGLISH LANGUAGE

- Have you ever wondered about the origins of the words you use every day?
- Do you have a keen analytical mind?
- Do you want to develop skills which would be useful in areas such as Journalism or Speech Pathology?

Then this could be the subject for you.
In this course we discuss the nature and function of language, the history and development of English and the way in which language is acquired by children. We also look at register and how language identifies us through accent, lexicon and syntax which provide clues that are used to draw social conclusions about the people we meet.

We will explore language grammatically, semantically, phonologically and more…..and this will enhance your capabilities in speaking and writing English. We will discover how language is constantly evolving and is influenced by a range of social and cultural factors which play a role in determining our linguistic choices.

Activities and assessment include;
- Investigations and research
- Short and extended answer tasks
- Analytical essay
LITERATURE

The study of Literature at Year 10 focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. Note that the study of Year 10 Literature is not a prerequisite to studying this subject at VCE level.

Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts.

The first half of the unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively.

The focus of the second half is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text.

MAKING AND BREAKING THE LAW

Guilty or not guilty is an introduction to laws and law making. It is an excellent opportunity for students to gain an understanding of a diverse range of legal and political issues and how it can affect them. This elective would also suit students interested in Legal Studies at VCE, who would like to get an understanding of what the subject entails. The elective is structured covering the role and description of government in law making, types of laws, courts and sentencing, and the investigation of human rights and their impact on Australia.

Activities include investigating voting rights and responsibilities of 18 year olds and how they can influence law making; who are their local members of parliament, women in politics and an investigation of an issue of concern; a role play of a criminal or civil trial; and investigating human rights issues including capital punishment, torture, child soldiers and war crimes.

Assessment Tasks

- Poster presentation on government
- Project on political leadership
- Role play on a criminal / civil trial
- An investigation of a human rights issue
MEDICAL SCIENCE

This course gives those students a taste of the many facets of Medical Science. It is taken from a hospital perspective and explores such topics as Pharmacology, Gross Pathologies, Obstetrics, Cardiology and Radiology. Students will be given the opportunity to have a hands on approach to learning about these areas (and many more) via way of practicals and research based assignments. This is the perfect subject for those interested in pursuing a career in the medical field but who are not quite sure of their options or what exactly is out there in the field of Health.

Assessment Tasks
- Research Investigation
- Test on relevant theory
- Visual and Oral presentation

MIND YOUR BUSINESS

In this course students are introduced to the world of business. It is an excellent opportunity to gain an understanding of how businesses operate, which is an important skill to learn in preparation for a working life. Students interested in pursuing Business Administration, Business Management or Accounting at VCE will gain an insight to the area of study by choosing this elective.

Initially, students will learn about the qualities and attributes associated with entrepreneurship. They will then learn about the different forms of business ownership and the skills required to run or manage a business, including leadership styles and skills. Measuring business performance and how to use this information in actual companies will give students a real life application of these skills. Investigating issues like sustainability and ethical and social responsibility will give students a global perspective on the world of business.

Assessment Tasks
- Investigating and researching the profile of a successful woman in business.
- Researching a business to assess its performance and success.
- Case studies in sustainability and ethics in business from real world companies.
MULTI MEDIA (MOVING IMAGES)

Visual Literacy: Literacy is not just the ability to read, understand and create text but also the ability to manipulate images, video, animation, and sound, interactively.

Middle school engagement
Cross curriculum enrichment
The idea of Moving Images is that visual products, like music, have the power to move us, a focus on communication, not just technical skills.

Key Learning Objectives: What broad skills/knowledge will the students gain?
Adobe Flash - animation skills which can be applied across subject areas, eg animate movement for physics, SOSE, cell division for Biology, tell stories for English or RE.

Video and sound editing to allow students to develop their skills using video cameras into the post production and editing of their work, applying soundtracks, musical scores, titles and effects.

Embedding multimedia products in websites.

Course synopsis: A short summary of proposed course content.

The course is intended to have a hands-on focus with exercises to develop skills and encourage student creativity with ICT.

Design, production and post-production (editing)
Image capture                  Image editing
Animation                      Web showcasing
Video and sound capture        Video and Sound editing
Collaborative work in virtual teams Multimedia for Facebook
THE HUMAN EXPERIENCE

Investigate the psychology behind our experience as human beings. Discover how our minds shape our experience of the world. Marvel at the science behind dreaming, love and attraction. Why do we experience emotions and can we improve our personal levels of happiness? Is there science behind the art of persuasion and being a successful salesperson? What is really happening in our brains and how can we boost our thinking potential? Come and be a part of our journey to understand “The Human Experience”!

Assessment for this unit will consist of research investigations, theory tests and presentations.

Assessment Tasks

- Research investigations
- Theory tests
- Visual and/or oral presentations
VCE & VET ELECTIVE STUDIES

INTRODUCTION
The following elective subjects are potentially available to all students currently in Year 9, 2015. Numbers permitting, these subjects will be offered next year. Note that this list includes VCE Unit 1 & 2 studies and some VET studies. All are full year electives.

Students should note that VET subjects offered at Kilbreda College need to be taken over two years for students to be awarded their Certificate III and so to have the subject contribute to their ATAR score. To do a VET subject for a single year only is of no value whatsoever in the context of gaining a Certificate or ATAR score aggregation.
VCE ART UNITS 1 & 2
Prerequisites: Year 9 Art or Year 9 Visual Communication

ABOUT THE STUDY
This study is designed to enable students to
- acquire a broad knowledge of art, and develop personal ideas in art making and a creative visual language
- develop a critical awareness of the ways in which artists and art works relate to the values, beliefs and traditions of societies
- develop critical skills to interpret art and to discuss and debate the ideas and issues which are raised.

UNIT 1

AREAS OF STUDY
1. Art and meaning
2. Art making and personal meaning

OUTCOMES
1. Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
2. Present visual, creative responses that demonstrate personal interests and ideas through trialling techniques, materials and processes.

ASSESSMENT
Assessment tasks for Outcome 1
A variety of written reports, oral reports and short-answer responses supported by visual references.

Assessment tasks for Outcome 2
Visual solutions to a selection of set problems demonstrating an exploration of techniques, materials, skills, working methods, ideas and inter-media and cross media investigations.

Unit 2

AREAS OF STUDY
1. Art and culture
2. Art making and cultural expression

OUTCOMES
1. Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
2. Demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

ASSESSMENT
Assessment Tasks for Outcome 1
Complete an extended written response and short answer responses supported by visual references.

Assessment Tasks for Outcome 2
A folio of visual responses including at least one finished artwork.
VCE BIOLOGY UNITS 1 & 2
ABOUT THE STUDY (new for 2016)

Biology is the study of living organisms, of life processes and of the different levels of organisation.

Unit 1: How do living things stay alive?

AREAS OF STUDY
1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation.

OUTCOMES
On completion of this unit the students should be able to:

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit 2: How is Continuity of Life Maintained?

AREAS OF STUDY
1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue.

OUTCOMES
On completion of this unit the students should be able to:

4. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and differentiation and in medical therapies.
5. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
6. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
ASSESSMENT FOR UNITS 1 & 2

UNIT 1  a student-designed or adapted practical investigation 2-3 of the following:
Field study report, annotated practical work folio, media response, data analysis, reflective learning journal or blog, problem solving activity and test.

UNIT 2  a written report of an investigation into genetics or reproductive science 2-3 of the following:
Field study report, annotated practical work folio, media response, data analysis, reflective learning journal or blog, problem solving activity and test.
VCE DANCE UNITS 1 & 2
Offered to Year 10s and 11s in 2016.

Unit 1
Students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

AREA OF STUDY 1
Dance perspectives
Outcome 1
Report/s in one of the following formats:
• written
• oral
• multimedia.

AREA OF STUDY 2
Choreography and performance
Outcome 2
• a solo or a group dance work choreographed and performed by the student/s that communicates an expressive intention and
• complete structured solo and/or group improvisations.

AREA OF STUDY 3
Dance technique and performance
Outcome 3
A performance of a learnt solo or group dance work.

AREA OF STUDY 4
The body: physiology and maintenance
Outcome 4
Report/s in one of the following formats:
• written
• oral
• multimedia.

Unit 2
Focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to pre-1930 dance tradition/s, style/s and/or works. Dance tradition/s, style/s and/or work/s selected for study might encompass dance tradition/s of indigenous cultures through to the works of ballet choreographers such as Leonide Massine and Michel Fokine, modern dance created by
Ruth St Denis and Ted Shawn, early musical theatre/film choreography of Busby Berkeley and/or the work of tap/jazz performer Bill Robinson (Bojangles).

Students describe the movement vocabulary in their own and others’ dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers’ intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.

AREA OF STUDY 1
Dance perspectives
Outcome 1:
Report/s in one of the following formats:
• written;
• oral;
• multimedia.

AREA OF STUDY 2
Choreography, performance and dance-making analysis
Outcome 2
• a solo or group dance work that communicates an expressive intention and is choreographed and performed by the student, and
• a report on the dance-making and performance processes used to create the solo or group dance work, and
• complete structured solo and/or group improvisations.

AREA OF STUDY 3
Dance technique, performance and dance analysis
Outcome 3
• a performance of a learnt solo or group dance work, and
• a report on the processes used to learn, rehearse and perform the dance work.

At least one of the assessment tasks for this unit must be completed in a written format.
VCE DRAMA – UNITS 1 & 2

Throughout the course students are expected to work cooperatively and to reflect thoughtfully and sensitively on their own and others’ performances.

Unit 1 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/or ensemble devised performance/s. They 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. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

Unit 2 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, event, issue, place, artwork, text and/or 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. This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work. In this unit students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Note that this elective is only offered to Year 10 students. At Year 11, students can choose VCE Theatre Studies Units 3&4 and at Year 12 VCE Drama Units 3&4 is available. Theatre Studies Unit 1&2 is not taught at Kilbreda College.
VCE HEALTH AND HUMAN DEVELOPMENT – UNITS 1 & 2

ABOUT THE STUDY
The central focus of the Health and Human Development study is to examine the factors that promote well-being in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development. It explores the typical developmental milestones, health status and health issues of each lifespan stage. Determinants that may impact on the health and individual human development are explored. It explores the role of government and non-government agencies in promoting health in Australia. This study recognizes that lifestyle, environment, heredity and access to health services and the interaction between them influence health and development.

Unit 1: The Health and Development of Australia's Youth

AREAS OF STUDY
1. Understanding health and development
2. Youth issues

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

Unit 2: Individual Human Development and Health Issues

AREAS OF STUDY
1. Prenatal health and individual human development
2. Child health and individual human development
3. Adult health and individual human development

OUTCOMES
On completion of this unit the student should be able to:
1. describe and explain factors that affect the health and individual human development during the prenatal stage.
2. describe and explain factors that affect the health and individual human development of Australia’s children
3. describe and explain the factors that affect the health and individual human development of Australia’s adults.

ASSESSMENT FOR UNITS 1 & 2
Demonstration of achievement of all Outcomes in both units is based on the student’s performance on a selection of assessment tasks. Assessment tasks Units 1 & 2 include: case study analysis, data analysis, reports – written and/or oral, a visual presentation, a written response, structured questions, tests and examinations.
VCE HISTORY – UNITS 1 & 2

HISTORY - UNITS 1 & 2

Unit 1 examines the first half of the twentieth century as a period marked by significant change. This is explored through topics on the consequences of the First World War, the failure of Weimar democracy, the rise of Hitler and life in Nazi Germany. Political, social and cultural developments are investigated and debated throughout the unit.

Unit 2 provides the opportunity to study the major themes and principal events of postwar history, starting with the struggle between the United States and the Soviet Union for worldwide dominance. Related to this rivalry is the construction of the Berlin Wall, the Cuban Missile Crisis and Australia’s involvement in the Vietnam War. In addition, social movements and their links with the popular culture are studied, for example the Peace Movement of the 1960s. An investigation into the rise of international terrorism concludes the unit.

Unit 1: 20th Century History 1900 – 1945

AREAS OF STUDY
1. Crisis and conflict
2. Social life
3. Cultural expression

These areas of study are explored through the following contexts
- The First world War
- The Treaty of Versailles
- Weimar Germany
- Rise of Nazism in Germany
- Life in Hitler’s Germany
- Outbreak of the second World War

OUTCOMES
On completion of this unit the student should be able to
1. analyse and explain the development and impact of a political crisis and conflict in the period 1900 - 1945
2. analyse and discuss patterns of social life and the factors which influenced changes in patterns of social life in the first half of the twentieth century
3. analyse the relationship between historical context and a cultural expression of the period from 1900 - 1945.

Unit 2: 20th Century History 1945 - 2000

AREAS OF STUDY
1. Ideas and political power
2. Movements of the people
3. Issues for the millennium

These areas of study will be examined through the following contexts
- The struggle between the communist world led by the Soviet Union and the capitalist world led by the USA, including the carve up of post-war Europe, the Berlin Wall, the threat of nuclear war, the Cuban missile crisis and Australia’s involvement in the Vietnam War.
- Social movements which challenged power structures, for example the anti-Vietnam War Movement, the Women’s Movement.
- A selected late 20th Century issue.
OUTCOMES
On completion of this unit the student should be able to
1. analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems
2. evaluate the impact of post-war challenges to established social and political power
3. analyse issues arising from political, economic or technological change

ASSESSMENT for each of Units 1 & 2
- analytical exercises
- structured responses
- essays
- research tasks
VCE INFORMATION TECHNOLOGY – UNITS 1 & 2

Please note that this elective will only go ahead if a sufficient number of students apply to undertake it. Unit 3/4 IT will not be available in 2016.

ABOUT THE STUDY

VCE Information Technology focuses on the processing of data and the management of information and information systems. It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organizations, communities and society are met through the combination of ICT and meaningful information.

Information Technology Units 1 & 2 equips students with appropriate knowledge and skills to use ICT responsibly and to make informed personal and workplace choices about developments in this exciting field. Personal skills useful for school and later life are also developed. Developing sound problem solving skills such as analysis, design, implementation and testing are a key element of the study. Working with programming languages to solve simple to reasonably complicated problems is part of the practical work.

SOFTWARE TOOLS

Unit 1: Spreadsheet software
Unit 2: Spreadsheet software, web authoring software, visualising thinking tool/s, tool for planning a project

Unit 1: IT in Action

AREAS OF STUDY
1. From data to information
2. Networks
3. ICT in a global society

OUTCOMES
On completion of this unit students should be able to
1. select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
2. recommend a networked information system for a specific use and explain possible security threats to this networked information system.
3. contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Unit 2: IT Pathways

AREAS OF STUDY
1. Data analysis and visualisation
2. Programming and pathways
3. Tools, techniques and procedures

OUTCOMES
On completion of this unit students should be able to
1. apply the problem-solving methodology and use appropriate software tools to create data visualizations that meet user’s needs.
2. design and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills
3. Work collaboratively to apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

ASSESSMENT
Demonstration of achievement of all outcomes must be based on the student’s performance on a selection of assessment tasks:
• using ICT tools and techniques, produce a solution in response to an identified need.
• visual presentations such as multimedia presentations
• an electronic learning journal, such as a blog, to record learning progress
• test (short answer, practical, case studies)
• a written report using ICT
• oral reports supported by visual presentations
VCE LEGAL STUDIES – UNITS 1 & 2

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities. Activities include visits to the Supreme Court and Barwon Prison.

The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are encouraged to examine the dynamic nature of our lawmaking institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

Skills, as well as knowledge, play an important part in the study of Legal Studies. In particular, students develop an ability to identify, collect and process data from a range of sources; use the inquiry process to develop legal reasoning; apply legal reasoning to real or hypothetical cases and develop informed opinions.

Unit 1: Criminal law and justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

Unit 2: Civil law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.
VCE MEDIA – UNITS 1 & 2

This is the second year that this course has been offered at Kilbreda College and so will now be offered as a Unit 1 & 2 subject in 2013 for new students and as a Unit 3 & 4 subject for students who wish to continue with the subject.

ABOUT THE STUDY

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The study of media includes:
• media forms including
  – audiovisual media (film, television, radio, video, photography)
  – print-based media (newspapers, magazines and related publications)
  – digital media technologies (the Internet, computer games and interactive multimedia);
• media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies;
• the media and its interrelationship with society and culture.

VCE Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.

Unit 1: Representation and technologies of representation

AREAS OF STUDY
1. Representation
2. Technologies of representation
3. New media

OUTCOMES
On completion of this unit the students should be able to:
1. describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.
3. discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Unit 2: Media production and the media industry

AREAS OF STUDY
1. Media production
2. Media industry production
3. Australian media organisations
OUTCOMES
On completion of this unit the students should be able to:
1. demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
2. discuss media industry issues and developments relating to the production stages of a media product and describe specialist roles within the media industry.
3. describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

ASSESSMENT
Assessment tasks for Units 1 & 2 will be drawn from radio or audio sequences; audio-visual or video sequences; photographs; print layouts; multimedia sequence(s) or presentations (including website and data show presentations); posters; tests; written responses; oral reports.
At least one of the assessment tasks in Units 1 & 2 must be in written form.
VCE PSYCHOLOGY - UNITS 1 & 2

ABOUT THE STUDY
Psychology is the scientific study of mental processes and behaviour in humans and the systematic application of this knowledge to personal and social circumstances in everyday life. Biological, psychological and social perspectives inform the way psychologists approach their research into the human condition. In VCE Psychology students explore complex human behaviours, feelings and thought processes through this biopsychosocial model. They develop empathetic understandings and knowledge of mental health issues in society. Students work collaboratively as well as independently on a range of research based tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data.

Unit 1: Introduction to Psychology
In this area of study, 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.

AREAS OF STUDY
1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation.

OUTCOMES
On completion of this the student should be able to
1. describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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.
AREAS OF STUDY
1. What influences a person’s perception of the world?
2. How are people influenced to behave in particular ways?
3. Student directed practical investigation.

OUTCOMES
On completion of this unit the student should be able to
1. compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

ASSESSMENT
Assessment of the achievement of Outcomes 1 and 2 in both units is based on the student’s performance on a selection of the following school assessed tasks:

• a report of a practical activity involving the collection of primary data
• a research investigation involving the collection of secondary data
• a brain structure modelling activity
• a logbook of practical activities
• analysis of data/results including generalisations/conclusions
• media analysis/response
• problem solving involving psychological concepts, skills and/or issues
• a test comprising multiple choice and/or short answer and/or extended response
• a reflective learning journal/blog related to selected activities or in response to an issue

Assessment of the achievement of Outcome 3 is based on the student’s performance on the following school assessed tasks:

• Unit 1 - a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.
• Unit 2 - a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
VET CERTIFICATE II IN BUSINESS

What will I learn?
The VET Business program provides students with the knowledge and skills to work effectively in a business or office environment. Depending on the electives chosen, Units 1 and 2 include occupational health and safety, communicating in the workplace, organising work activities, producing word processed documents, using business technology and creating and using spreadsheets.

Pathways
- Work: This Certificate is a good foundation for employment or workplace apprenticeships. Potential occupations may include administration or clerical assistant, data entry operator, junior office assistant or receptionist.
- VCAL: Many VCAL students include this Certificate in their studies.
- VCE: Undertaking Certificate II Business Administration in Year 10 gives credit for VCE Business Studies Units 1 and 2. If students wish to continue with this study in Year 11, they may either undertake VET Certificate III in Business Administration or VCE Business Studies Unit 3 and 4. A Study Score which can contribute to the ATAR is available.

WHAT WILL STUDENTS LEARN?
The VCE VET Units 1 and 2 core units of competence include occupational health and safety, communicating in the workplace, organizing work activities and producing word processed documents. Elective units may include delivering a service to customers, handling mail, working effectively with others and in a business environment, and participate in environmentally sustainable work practices.

The VCE VET Unit 3 and 4 sequence in the second year incorporates compulsory units such as maintaining financial/business records, organizing work priorities, organizing workplace information, promoting innovation in a team environment and designing and producing business documents.

ASSESSMENT

Year one of the course: Coursework - Units 1 & 2; Assessment tasks to demonstrate competency in the units.

Year two of the course: Coursework – Units 3 & 4; Course based assessment tasks (66%) and a written end of year examination of 1½ hours duration (34%)
VCE VET CERTIFICATE III IN CATERING OPERATIONS

About the study
The new training package has been revised to ensure that the qualifications and units of competency address defined industry areas. Preparatory qualifications have been designed to ensure students have an understanding of a broad range of hospitality jobs.

Some units of competency have been rationalised to remove duplication across units and many units have become more explicit to ensure their specific industry focus has been maintained.

The VCE VET Catering Operations program provides students with a broad range of knowledge and skills that are reflective of the hospitality industry. The program offers the flexibility to meet the needs of a range of enterprises and businesses.

The VCE VET Catering Operations program aims to:

- provide participants with the knowledge and skills 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.

What will I learn?
VCE VET Catering Operations offers Units 1 and 2 with a compulsory group of units of competency designed to offer students a range of general hospitality skills as well as the choice of specific streams and a range of general electives. Students may choose to undertake one or both streams. Units 3 and 4 offer two distinct streams for specific outcomes. Students may choose to undertake one or both streams. Units 3 and 4 are not currently offered at Kilbreda but can be undertaken at Holmesglen Moorabbin Campus or Chisholm Institute of TAFE Frankston.

On successful completion of Units 1 and 2 undertaken with the Kitchen Operations stream, students will:

- have completed a minimum of nine units of competency – six compulsory units of competency plus a minimum of three elective units of competency
- be eligible for partial 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.

The general bank of electives in Units 1 and 2 allows for additional training, ensuring flexible outcomes for students and catering to a range of needs including tasters and short employment-specific programs.
VET CERTIFICATE III IN SPORT AND RECREATION

What will I learn?
Core units of competence include first aid, occupational health and safety policies and procedures and knowledge of the sport and recreation industry. Elective units can focus on career-orientated activities, coaching specialisations and/or officiating specialisations in areas such as netball and activity specialisation such as cycling and skiing.

What credit will I receive towards my VCE?
Work: This Certificate is a good foundation for employment or workplace apprenticeships.
VCAL: Many VCAL students include this Certificate in their studies.
VCE: Undertaking Certificate III in Year 10 gives credit for a VCE Units 1 and 2 sequence. If students continue with the Certificate studies in Year 11, they are credited with a Units 3 & 4 sequence and a full Certificate III in Vet Sport and Recreation. A Study Score which can contribute to the ATAR is available.

Approximate cost for the year: $150
Can I complete a Silver Duke of Edinburgh Award? Yes. In this course all students will complete some of the requirements through class work and expeditions including a cycling tour. Other requirements such as Community Service are the responsibility of the student should she choose to undertake the Award.
Only complete this form if you are selecting a VCE subject for Year 10

Name: ___________________________ Homeroom: _____________ Date: ____________

VCE / VET subject application (name of subject): ________________________________

Other elective subject selections for 2016:
  1) ___________________________  2) ___________________________
  3) ___________________________  4) ___________________________

A. REPORT CHECK: Review key core / elective subjects relevant to the chosen subject. Tick the relevant box.
   - Mainly EXC and VG grades
   - Mainly VG and G grades
   - Generally satisfactory
   - More than one NI

B. Attendance record:
   - less than 5 days absent
   - More than 10 days

C. Work habits:
   - Excellent
   - Satisfactory
   - Need improvement

D. School leadership or representative roles?

E. Outside school sport/community group/other commitments?

F. Parent/Carer’s Name ______________________________________________________

Parent/Carer’s Signature __________________________________________ Date ____________

To be completed during the interview with the Homeroom Mentor

G. Study Qualities:
   - Organised
   - Well-disciplined
   - Committed effort
   - Research skills
   - Revision skills
   - Use of ICT
   - Asks questions in class?
   - Uses planner effectively

H. Overall Recommendation:
   - Approve
   - Further Interview required
   - Recommend against

Interview conducted by: __________________________ Date: __________________________

Second interview (if required): __________________________ Date: __________________________