



**Kilbreda**  
**College**



**YEAR 10** | **COURSE  
HANDBOOK**



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# LETTER OF INTRODUCTION



# A MESSAGE FROM THE ASSISTANT PRINCIPAL: LEARNING AND TEACHING

The Year 10 program at Kilbreda College is one that provides the opportunity for students to transition as independent learners ready to embrace the challenges that come with a senior secondary education. Students continue to engage in a broad range of content as they refine and make plans for their future pathways. Each subject provides students with the opportunity to enhance their knowledge and develop the skills required for them to become young women who are ready for a changing world where they can make a positive difference.

Units of study are designed to provide students with opportunities to explore big ideas and answer essential questions, allowing them to make connections between past, present and future learning. In our ever changing world we need to be able to learn, unlearn and relearn in order to make sense of our environment and circumstances, to be able to overcome challenges and make the most of opportunities. The Year 10 program caters for the diverse needs of students and provides opportunities that allow students to flourish and thrive.

The Year 10 curriculum consists of the following core subjects:

- Religious Education
- English
- Mathematics
- Science
- Health
- Physical Education

There are several Mathematics options available to Year 10 students and it is important that students select the Mathematics course that best suits their capabilities and takes into consideration requirements for possible future studies and pathways. Students are encouraged to read through the Mathematics options carefully in this Course Handbook, consult with their current Mathematics teacher and meet with the Careers Coordinator if they are uncertain about future pathways.

Year 10 students are also able to apply to undertake a subject from the Victorian Certificate of Education (VCE) course or a Vocational Education and Training (VET) subject as part of an accelerated program. This option requires students to submit a written application, which is then considered in relation to their current academic results, attendance record and learning behaviours, such as organisation and attitude towards their studies.

It is important to note that all students are required to undertake a full complement of studies in Years 11 and 12 irrespective of whether or not they have successfully completed an accelerated study. In practice, this means that all students will undertake six VCE and/or VET subjects alongside Religious Education in Year 11 and five VCE and/or VET subjects and Religious Education in Year 12.

Electives at Year 10 are a mixture of year long (Languages and Accelerated Studies) and semester based subjects. Students are encouraged to select a range of subjects to pursue their interests and ascertain their direction for future studies.



# GENERAL INFORMATION

**The curriculum includes:**

- Core studies – taken by all students
- Full year elective studies, including some VCE and VET options
- Semester elective studies

**Core Subjects:**

- English
- Health
- Physical Education

**Mathematics Electives:**

- Fundamentals
- Mathematics (General Maths Pathway)
- Mathematics

**Religious Education Electives:**

- VCE Religion and Society Unit 1
- VCE Text and Traditions Unit 1

**Science Electives:**

- Science of Survival
- Life Beyond Earth
- Medical Science

**Full Year Length Electives:**

- French
- Geography
- Italian
- Japanese

**Semester Length Electives:**

- Art: Exploring 2D and 3D materials
- Art: Modern Approaches to Art
- Dance
- Drama
- Food Technology
- Health Priority # 1
- Human Movement
- History: The Modern World and Australia
- Introduction to Business
- Introduction to English Language
- Introduction to Literature
- Introduction to Politics
- Making and Breaking the Law
- Media Arts
- Music: Musical Passion Project
- Music: Performance Masterclass
- Programming, Gaming & Web Design
- Textiles
- Visual Communication Design

**Notes:**

- A student may select one Year 10 Health elective AND one Year 10 PE elective in addition to Core Health and PE
- If a student selects HHD as an accelerated study they cannot select Health Priority # 1
- A student may elect to study Human Movement and VET Sports and Recreation in addition to Core Health & PE

**Accelerated Studies: (VCE and VET Units 1 & 2 - restricted entry)**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Art: Creative Practice</li><li>• Applied Computing</li><li>• Biology</li><li>• General Mathematics</li><li>• Health and Human Development</li><li>• Legal Studies</li><li>• Modern World History</li></ul> | <ul style="list-style-type: none"><li>• Physical Education</li><li>• Psychology</li><li>• VET Hospitality</li><li>• VET Sport &amp; Recreation</li><li>• VCE Texts and Traditions Unit 1 &amp; 2</li><li>• VCE Religion and Society Unit 1 &amp; 2</li><li>• External VET</li></ul> |
|--|---|

Standard Year 10 Program							
<b>Semester 1</b>	Religious Education Elective	English	Mathematics Choice	Science Elective	Health or PE	Elective	Elective
<b>Semester 2</b>	Religious Education Elective	English	Mathematics Choice	Science Elective	Health or PE	Elective	Elective
Accelerated Studies Program							
<b>Semester 1</b>	Religious Education Elective	English	Mathematics Choice	Science Elective	Health or PE	VCE/VET Unit 1	Elective
<b>Semester 2</b>	Religious Education Elective	English	Mathematics Choice	Science Elective	Health or PE	VCE/VET Unit 2	Elective
Accelerated Studies Program (Biology or Psychology)							
<b>Semester 1</b>	Religious Education Elective	English	Mathematics Choice	Science Elective	Health or PE	VCE/VET Unit 1	Elective
<b>Semester 2</b>	Religious Education Elective	English	Mathematics Choice	Science Elective	Health or PE	VCE/VET Unit 2	Elective

	STANDARD VCE Program	VET & Accelerated Studies Program	
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Standard Year 10 Program</li> <li>• English</li> <li>• Mathematics</li> <li>• Religious Education</li> <li>• Science*</li> <li>• Health and Physical Education</li> <li>• 4 x Electives</li> </ul>	Year 10 Program with acceleration into a Unit 1&2 Study in place of 2 x semester electives	Year 10 Program with acceleration into a VET Study in place of 2 x semester electives
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Full Unit 1&amp;2 Program</li> <li>• 6 x Unit 1&amp;2 VCE Studies</li> <li>• Unit 2 Religion &amp; Society or Unit 2 Text &amp; Traditions</li> <li>or</li> <li>• VCE VM</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1&amp;2 Program with acceleration into a Unit 3&amp;4 Study</li> <li>• 5 x Unit 1&amp;2 VCE Studies</li> <li>• 1 x Unit 3&amp;4 VCE Study</li> <li>• Unit 2 Religion &amp; Society or Unit 2 Text &amp; Traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1&amp;2 Program will the addition of a VET Study (first or second year)</li> <li>• 5 x Unit 1&amp;2 VCE Studies</li> <li>• 1 x VET Study</li> <li>• Unit 2 Religion &amp; Society or Unit 2 Text and Traditions</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Full Unit 3&amp;4 Program</li> <li>• 5 x Unit 3&amp;4 VCE Studies</li> <li>• School Based Religious Education</li> <li>or</li> <li>• VCE VM</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3&amp;4 Program with additional VCE Study</li> <li>• School Based Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3&amp;4 Program will the addition of a VET Study (second/final year)</li> <li>• 5 x Unit 3&amp;4 VCE Studies</li> <li>• 1 x VET Study</li> <li>• School Based Religious Education</li> </ul>

**\*Year 10 Science will be offered as Semester Electives.**

- Students undertaking a Standard Year 10 Program will be required to select a minimum of 2 x Science Electives
- Students undertaking an Accelerated Study in a Science subject (Biology or Psychology) are required to select a minimum of 1 x Science Elective

Kilbreda College offers students the opportunity to undertake selected accelerated studies. This allows students who have demonstrated strong academic ability and excellent work practices to undertake certain Unit 1&2 studies in Year 10. Successful completion of a Unit 1&2 study in Year 10 can lead to undertaking Unit 3&4 of the same study in Year 11. Students who complete a VCE Unit 3&4 study in Year 11 are expected to undertake a full complement of subjects in Year 12. As this results in the student completing six Unit 3&4 studies, it can enhance their Australian Tertiary Admission Rank (ATAR), as the fifth and sixth subjects (where applicable) contribute 10% of those subject scores to the aggregate score used to calculate the ATAR.

As Unit 1&2 studies are academically challenging, it is expected that any student considering the Accelerated Studies program would have achieved a minimum **grade average** of 80% **across the core subjects of English, Mathematics, Science and the Humanities**.

Students are also expected to have **excellent organisational skills, demonstrate a positive attitude** towards learning and a **strong attendance record**.

Students should only apply for consideration into an accelerated subject if they are ready for the rigour of a Year 11 Unit 1&2 subject. In many cases, students will benefit from an additional year of skill building within the Domain. A comprehensive and rigorous Year 10 and Year 11 program will enable a student to achieve her best in the final year of her secondary schooling. As is the case with most things in life, a sound preparation and solid foundation is critical to ultimate success.

## How do I apply for Accelerated Studies?

1. Read through the relevant information about the VCE subjects offered as accelerated studies in this Handbook. It is also advisable to discuss the demands of the subject with the relevant subject teacher before proceeding with your application.
2. Check your report. Did you obtain an average grade of 80% or better in your four core subjects **on your Semester One report?** If so, you may apply for one of the studies in group A.
3. Select the Accelerated study and two reserves for if your application is unsuccessful in the web preferences subject selection portal.
4. Complete the online application form link on Simon.

Your application will be considered and you will then be advised as to whether or not your application has been approved. Students applying for acceleration may be required to participate in an interview as part of the application process.

### Application form A: 80% or higher grade average in English, Mathematics, Science and Humanities

- VCE Applied Computing 1&2
- VCE Biology 1&2
- VCE General Maths 1&2
- VCE Health and Human Development 1&2
- VCE History 1&2
- VCE Legal Studies 1&2
- VCE Physical Education 1&2
- VCE Psychology 1&2
- VCE Art : Creative Practice 1&2

### Application form B: 70% or higher grade average in a subject related to selected study

- VCE VET Certificate in Hospitality
- VCE VET Certificate in Sport and Recreation
- External VET Options

#### Please Note:

- Approval to study an accelerated subject does not guarantee that a place in that subject will exist. This will depend on the number of students choosing the subject. Entry into the accelerated subject is also dependent upon timetabling constraints
- Undertaking a VCE Unit 1&2 subject in Year 10 will replace two elective studies
- Late or incomplete applications to undertake an accelerated study will not be considered
- Except in the most exceptional of circumstances, a student will **NOT be permitted to take more than one VCE/VET subject at Year 10**

It is important to note that the College makes decisions on subject allocations for the following year based on student subject selections. Students are encouraged to carefully consider their subject choices to ensure that the school can plan appropriately. It is not always possible to switch subjects mid-year if a student changes their mind about their choices. Subjects are blocked according to student selections to accommodate student preferences, highlighting the importance of students selecting their subjects in preference order. Classes will only run if there is sufficient student interest for the class to be viable.

## **IMPORTANT DATES:**

### **Thursday 24 July**

Pathways Information Evening

### **Thursday 24 July**

Online subject selection OPENS and Accelerated Application e-forms available

### **Thursday 31 July**

Online subject selection CLOSES and Accelerated Application e-forms due.



## GENERAL INFORMATION MAKING YOUR SUBJECT SELECTIONS (CONTINUED)

### Online Applications

- You will receive an email from Ms Downie with instructions regarding how to complete the online subject selections
- You will receive an email from **carole.downie@kilbreda.vic.edu.au** with a link to the online portal
- If you have applied to the Accelerated Studies program for either a VCE or a VET subject, you must select this subject as your first preference (even though you may not yet have had confirmation of your acceptance into the Accelerated Studies program)
- It is very important that you select your studies in priority order
- Follow the instructions attached to the email to submit your subject selections online

### Accelerated Studies Application

- Only completed and signed applications that are submitted by the due date will be considered
- Students must meet the program requirements to be considered for acceptance into the Accelerated Studies Program
  - 80% Average across all core subjects for consideration into VCE Studies
  - 70% Average within a specified subject for consideration into VET studies
  - Demonstrated excellent organisation skills
  - Demonstrated excellent learning behaviours
  - High level of school attendance (90%+)
- Students may be asked to attend an interview and will be notified as to the outcome of their application.



# CORE SUBJECTS



In accordance with the Victorian Curriculum, the three strands for focus in the study of English are 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, viewing, writing, listening and speaking are extended throughout the year.

The chosen texts include a classic novella, a historical novel, a contemporary film and media texts. Wide reading is also encouraged. Students explore different writing forms and write for different contexts, 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. Assessment includes creative and persuasive writing tasks, written analytical responses, argument analysis, oral presentations and examinations. Some tasks are 'unseen' and are completed to time, requiring quotation memorisation and independent study.

## **YEAR 10 ENGLISH OPTIONS**

Year 10 electives are offered for both Literature and English Language and are strongly recommended for any student considering these pathways in VCE. English Language and 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 assessment tasks and the examination results in English before considering either English Language or Literature instead of English at a VCE level. The summary below explains the many variations of VCE English currently available to students at Kilbreda College.

## **YEAR 11:**

- Students can take English and/or Literature and/or English Language
- It is recommended that no more than two English subjects be taken at any one time
- It is advisable that students consider selecting English in addition to their specialist English subject in Year 11, in order for them to make an informed subject selection choice in Year 12

## **YEAR 12:**

- It is advised that students select their Unit 3&4 English studies out of the English group that was studied in Year 11
- Students who wish to switch from their Year 11 English group subject to an alternative English subject must seek advice and approval from their Year 11 English Teacher, and/or the Year 11 and 12 Specialist Teachers in the area and/or the English Learning Leader.



## Learning Focus

Students will engage in and be encouraged to develop a deeper understanding of a variety of language styles used in a wide range of texts. They will actively participate in interpreting, creating, evaluating, discussing and analysing various aspects of language, literature and literacy.

Through the in-depth study of classic and contemporary texts of different genres and modes, students will develop an understanding of characters, setting, era, plot, ideas, issues and values which arise from different contexts. Inspired by studied texts, students will respond in different forms by experimenting with register, vocabulary, language features, stylistic devices and text structures. A close examination of contemporary media texts and issues will develop skills of critical analysis. Students will be challenged to prepare a range of texts for different contexts, purposes and audiences. These will build on their current competencies as well as prepare students with specific skills required in VCE English, English Language and Literature.

### Students will be provided with the opportunity to:

#### Reading and viewing:

- Adopt the role of active and critical reader in response to traditional and contemporary texts, including media, verse and audio-visual texts
- Read, view and evaluate a variety of literary and nonfiction texts
- Appreciate the variety of approaches a writer may use in relation to narrative and aesthetic expression
- Evaluate a contemporary issue and present a point of view in response to it
- Explore how ideas are conveyed through texts and analyse them with regard to situated contexts and traits of writing
- Discuss and substantiate opinions concerning characterisation, text construction, authorial views and values and issues and ideas within set texts
- Understand that people's evaluations of texts are influenced by their value system, the context and the purpose and mode of communication

#### Writing:

- Demonstrate an awareness of context, purpose and audience in their own writing
- Plan, draft and edit crafted texts in different forms and analytical responses
- Develop a range of writing pieces that reflect different forms for varied contexts, purposes and audiences
- Engage in writing tasks that develop clarity and control over structure, paragraphing, voice, vocabulary choice, cohesion and consistency
- Plan, write and present persuasive texts that seek to persuade the reader to agree with the point of view presented
- Develop expertise in responding to unseen tasks, writing to a time limit in preparation for examinations

#### Speaking and listening:

- Listen, reflect and respond to a range of spoken texts and analyse how specific language features position listeners to respond in particular ways
- Prepare, practise and deliver oral presentations

#### Topics may include:

- Study of a film
- Study of contemporary media issues
- Presenting a point of view

#### Assessment tasks may include:

- Oral presentations
- Text analysis
- Examination



## Learning Focus

Students will continue to engage with a wide variety of fiction and non-fiction texts and compose responses which articulate complex ideas. Students are provided with opportunities to make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

To develop their appreciation of how different authors innovate with text structure, language features and vocabulary, students will analyse a literary text, selecting evidence to analyse and to justify their interpretations. They will continue to refine their appreciation of contemporary media, and their persuasive use of language and argument. Essential writing skills are continually practised, with students encouraged to use vocabulary, language features and sentence structures which achieve precision and stylistic effect. Students create a range of imaginative, persuasive and analytical texts. These will build on their current competencies as well as prepare students with specific skills required in VCE English, English Language and Literature. Students are encouraged to actively seek feedback from their teacher regarding their VCE English choices.

### Students will be provided with the opportunity to:

#### Reading and viewing:

- Adopt the role of active and critical reader in response to traditional and contemporary texts, including media, verse and audio-visual texts
- Read, view and evaluate a variety of literary and nonfiction texts
- Appreciate the variety of approaches a writer may use in relation to narrative and aesthetic expression
- Evaluate a contemporary issue and present a point of view in response to it
- Explore how ideas are conveyed through texts and analyse them with regard to situated contexts and traits of writing
- Discuss and substantiate opinions concerning characterisation, text construction, authorial views and values and issues and ideas within set texts
- Understand that people's evaluations of texts are influenced by their value system, the context and the purpose and mode of communication

#### Writing:

- Demonstrate an awareness of context, purpose and audience in their own writing
- Plan, draft and edit crafted texts in different forms and analytical responses
- Develop a range of writing pieces that reflect different forms for varied contexts, purposes and audiences
- Engage in writing tasks that develop clarity and control over structure, paragraphing, voice, vocabulary choice, cohesion and consistency
- Plan, write and present persuasive texts that seek to persuade the reader to agree with the point of view presented
- Develop expertise in responding to unseen tasks, writing to a time limit in preparation for examinations

#### Speaking and listening:

- Listen, reflect and respond to a range of spoken texts and analyse how specific language features position listeners to respond in particular ways
- Prepare, practise and deliver oral presentations

#### Topics may include:

- Analytical study of a literary text
- Crafted texts in response to a key framework idea

#### Assessment tasks may include:

- Analytical text response
- Written responses for situated contexts
- Argument and language analysis
- Examination



## Learning Focus

This course aims to provide students with a set of cognitive, social, behavioural and emotional skills that will enable them to successfully navigate a more complex world. By engaging in a process of dialogue and reflection, students can develop awareness of Healthy choices – physically, emotionally, mentally and socially.

Through Health classes, students will be challenged to consider the ways in which they could begin to take more control of, and responsibility for, all elements of their young adult lives. Students will be provided with the skills and resources to help them manage their wellbeing and become healthy, confident and resilient young people.

### Students will be provided with the opportunity to:

- Evaluate factors that shape identities and analyse how individuals impact on the identities of others
- Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk
- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate situations, propose appropriate emotional responses, and then reflect on the possible outcomes of different responses to health and wellbeing
- Critique behavioural and contextual factors that influence the health and wellbeing of communities

### Topics may include:

- Health and wellbeing
- Mental health and wellbeing, including mental health concerns
- Resilience, rights and respectful relationships, including gender, identity, sexual health and relationships and consent
- Road safety

### Assessment task may include:

- A community health and wellbeing task
- Data analysis task on road safety
- Case study task on health and wellbeing
- Mental health and wellbeing assessment task

## Learning Focus

This course aims to provide students with a set of cognitive, social, behavioural and emotional skills that will enable them to successfully navigate a more complex world. By engaging in a process of dialogue and reflection, students can develop awareness of: sports, fitness and recreational activities, which could be used in their future lifestyle.

The Physical Education component of this course aims to guide students towards lifelong health and physical activity. Throughout the semester, students will participate in a variety of physical activities that can range from team-oriented sports to more individual recreational pursuits such as fitness, yoga and pilates. Emphasis will be placed on what types of activities provide enjoyment for the individual student.

- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians, and investigate how this has changed over time
- Design, implement and evaluate strategies for improving their own and others' physical activity and fitness levels

### Topics may include:

- Fitness
- Incursions, including Yoga, Pilates, High Intensity Interval Training
- Beach activities, including walks, beach volleyball, beach games

### Assessment tasks may include:

Assessment in Physical Education is based on participation, teamwork and development of skill proficiency in a variety of tasks and activities. Particular attention is given to the student's ability to work in a co-operative environment with their peers and their teacher.



# CORE ELECTIVES



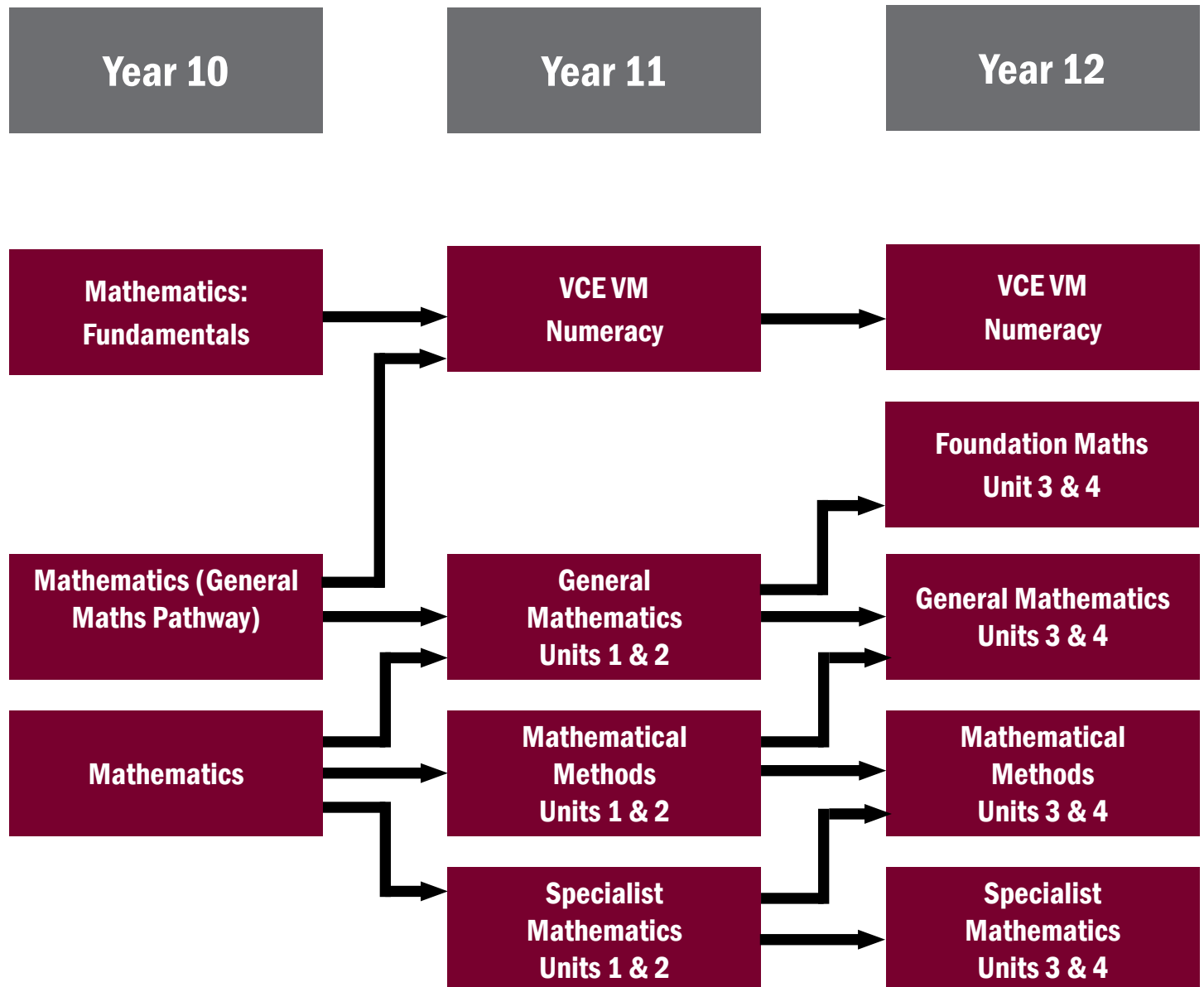
## Structure Summary

All students study Mathematics with a number of courses being offered to suit different needs and interests. All students are encouraged to discuss the options with their Maths Teacher, Parents and Careers Coordinator and consider their choices carefully.

There are several Mathematics options available to Year 10 students. It is important that students choose the Mathematics course that best suits them, taking into consideration what they may need for future studies or pathways. Students are encouraged to consult with their Mathematics teacher and the Careers Coordinator.

### **The following Mathematics courses are offered:**

- Year 10 Fundamentals
  - This subject covers content that will prepare students for both an applied learning course and for skills they will need in everyday life. Entrance into this subject requires consultation with their Mathematics teacher and the Careers Coordinator.
- Year 10 Mathematics (General Maths Pathway)
  - A preparatory course for VCE General Mathematics Units 1&2
- Year 10 Mathematics
  - A preparatory course for VCE Mathematical Methods Units 1&2 and Specialist Maths Units 1&2



**Note:**

- Students completing Specialist Mathematics must also complete Mathematical Methods
- Students can complete three Maths in Year 12, only two Mathematics subjects can contribute to your top 4 studies.
- Students may apply to accelerate in Units 3/4 Foundation Maths or Units 3/4 General Maths in Year 11
- Mathematics: Fundamentals is not a pathway for VCE Maths

## Learning Focus

This course aims to provide a positive experience for students in developing confidence and a sense of achievement from what they learn. Students will be taught a range of skills that will help them with everyday mathematics, and they will learn to apply these skills in a range of real-life contexts.

This course draws on aspects of the Year 10 Curriculum and students will have the opportunity to build on the skills and knowledge they have gained prior to Year 10. This course will provide students with the requisite skills and knowledge required for a vocational pathway. Students undertaking this course will be prepared for a VCE VM Pathway.

### Entry to this course is via a selection process requiring:

- Discussion with the Year 9 Maths teacher, student, and parents regarding undertaking Mathematics: Fundamentals
- Consultation with the Careers Counsellor

### Students will be provided with the opportunity to:

- Further develop their number skills
- Write, rearrange and simplify algebraic expressions
- Estimate probabilities using data collected from experiments
- Write, solve and graph linear equations
- Collect, organise, present and interpret graphical and statistical information
- Use mathematics in a variety of financial contexts
- Measure, calculate and solve problems in both 2D and 3D

### Topics may include:

- Fractions, decimals and percentages
- Algebra
- Linear relations
- Data
- Financial arithmetic
- Geometry and measurement

### Assessment tasks may include:

A wide variety of assessment procedures are used. They can broadly be divided into three categories:

- Skills practice tasks which involves assessing the development of skills and concepts. These will include: topic tests, quizzes, worksheets and homework checks
- Application tasks which assess the use, modelling and ability to apply skills and concepts to worded problems. This may include investigative tasks which further develop their use of problem solving strategies
- Examination

## Learning Focus

This course aims to provide a positive experience for students in developing confidence and a sense of achievement from what they learn so that they acquire mathematical skills and knowledge to deal confidently and competently with daily life, develop knowledge and skills necessary for employment, further study and interest. Students will further develop the use and mastery of the Casio ClassPad.

Following the Year 10 Mathematics curriculum, there is an emphasis on providing students with the requisite skills to undertake VCE General Mathematics Unit 1&2 if desired. This choice will be based on their needs, abilities and interests. Students undertaking this course will not be able to choose Mathematical Methods Units 1&2.

### Students will be provided with the opportunity to:

- Apply Pythagoras' theorem and trigonometry to find solutions to right angled triangles
- Write, rearrange, simplify algebraic expressions
- Identify types of angles and use angle relationships
- Use index laws in algebraic and numerical situations
- Estimate probabilities using data collected from experiments
- Write, solve and graph linear equations
- Collect, organise, present and interpret graphical and statistical information
- Apply the rules of angles in geometry
- Use mathematics in a variety of business and money contexts
- Use trigonometry to find side lengths and angles in right triangles

### Topics may include:

- Measurement
- Probability
- Linear relations
- Simultaneous equations
- Data
- Geometry
- Trigonometry
- Financial arithmetic
- Geometry
- Networks
- Statistics
- Linear modelling

### Assessment tasks may include:

A wide variety of assessment procedures are used. They can broadly be divided into three categories:

- Skills practice tasks which involves assessing the development of skills and concepts. These will include: topic tests, quizzes, worksheets and homework checks
- Application tasks which assess the use, modelling and ability to apply skills and concepts to worded problems. This may include investigative tasks which further develop their use of problem solving strategies
- Examination



## Learning Focus

This course aims to provide a positive experience for students in developing confidence and a sense of achievement and promotes understanding of the dynamic role of mathematics in social and technological change. Opportunity is provided to develop and consolidate the skills and understanding acquired in Year 9 while introducing new ideas, particularly in the areas of algebra and graphing. Application and modelling form an integral part of this course. Students will further develop the use and mastery of the Casio ClassPad.

Following the Year 10 Mathematics curriculum, there is an emphasis on preparing students for a pathway into VCE Mathematics. Students undertaking this course may choose Year 11 Mathematical Methods, Specialist Mathematics and/or General Mathematics. These choices will be based on their needs, abilities and interests.

### Students will be provided with the opportunity to:

- Apply Pythagoras' theorem and trigonometry to find solutions to right angled triangles
- Explore the unit circle and solve trigonometric equations
- Write, rearrange, simplify and factorise algebraic expressions
- Use index laws and SWDs in algebraic and numerical situations
- Estimate probabilities using data collected from experiments
- Write and solve linear, quadratic and cubic equations
- Collect, organise, present and interpret graphical and statistical information
- Graph linear, quadratic and cubic functions
- Solve exponential equations
- Find probabilities of set events

### Topics may include:

- Measurement
- Probability
- Linear relations
- Data and statistics
- Trigonometry
- Quadratic functions
- Algebra
- Indices and Surds
- Non-linear functions
- Polynomials

### Assessment tasks may include:

A wide variety of assessment procedures are used. They can broadly be divided into three categories:

- Skills practice tasks which involves assessing the development of skills and concepts. These will include: topic tests, quizzes, worksheets and homework checks
- Application tasks which assess the use, modelling and ability to apply skills and concepts to worded problems. This may include investigative tasks which further develop their use of problem solving strategies
- Examination

As part of a Kilbreda College education all students are expected to undertake studies in Religious Education throughout their six years of secondary schooling as part of their core studies. The Religious Education units in Year 10 draw upon our vision and mission as a Kildare Ministries school, our rich Brigidine traditions, the Religious Education Curriculum framework published by the Melbourne Archdiocese of Catholic Schools and Study Designs developed by the Victorian Curriculum and Assessment Authority (VCAA).

Incorporating a choice of Religious Education subjects into the Year 10 program provides students with the opportunity to explore core concepts in a contextual manner that is meaningful and relevant. This approach not only facilitates a deeper understanding of Religious Education, but also promotes personal connection to the gospel values and biblical principles that are at the core of the Catholic faith.

The opportunity to complete a VCE Unit 1 study supports students in making decisions about their Religious Education studies moving forward having experienced the style and structure of the Unit 1 course.

### **VCE Religion and Society – Unit 1**

- In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally.

### **VCE Texts and Traditions – Unit 1**

- The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study currently encompasses texts from the Christian, Islamic and Jewish traditions. The main focus of the study is the texts that are seen to be foundational to the traditions being studied. These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.

Religious Education Elective Requirements:

Students are required to select one of these Religious Education offerings.

Please note that students will not be permitted to change from one course into another.



## About the Study

In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation.

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally.

## Unit 1 – The Role of Religion in Society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

### Areas of Study

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

### Outcomes

On completion of this unit, students should be able to:

1. Discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples
2. Discuss the changing roles of religion and the interrelationship between religion and society over time
3. Discuss the presence of religion in Australia, past and present

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Analytical exercises
- Case studies
- Debates
- Essays
- Extended responses
- Multimedia presentations
- Structured questions
- Visual analyses



## About the Study

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study currently encompasses texts from the Christian, Islamic and Jewish traditions.

In this study, the term 'texts' refers to a body of writings held to be the authoritative core for the religious tradition, often referred to as scriptures. Additional writings that derive their authority from their relationship to the core can also be regarded as authoritative. The term religious 'traditions' is understood to refer to established religious communities that continue to play an important part in creating, maintaining and shaping culture. Religious traditions contain ideas, values and beliefs about existence and the sacred and human experience that are expressed in a variety of ways.

## Unit 1 – Texts in Traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced to the students.

### Areas of Study

1. The importance of sacred texts to the tradition
2. The exegesis of texts
3. Sacred texts and later traditions

### Outcomes:

On completion of this unit, students should be able to:

1. Understand the history of the formation of the sacred text, and be able to recognise and explain the development and acceptance of the text into the religious tradition
2. Apply basic exegetical methods to explore the texts within their sociocultural and historical contexts
3. Analyse a range of understandings and interpretations of sacred texts as understood or expressed by the later religious tradition

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Comparative tables
- Essays
- Exegetical exercises
- Multimedia presentations
- Short-answer questions
- Short reports, including ones based on interviews
- Summaries
- Textual commentaries

As part of the Year 10 curriculum, all students are expected to undertake the study of Science as part of their core studies. Incorporating a range of science electives provides students with the opportunity to explore core concepts in a contextual manner that is meaningful to them. This approach not only facilitates a deeper understanding of science, but also promotes problem-solving skills, scientific inquiry, and application of concepts to real-world contexts, all of which are key elements of the Victorian Curriculum and a focus of all VCE Sciences. Having greater choice supports students to become more future-focused and engage in an innovative and inclusive curriculum that inspires curious, confident, and independent learners.

## Science of Survival

- This elective includes core content from the Victorian curriculum for Science. Topics include motion, genetics and inheritance, adaptations for survival, and chemical reactions that sustain life. These concepts are taught through a lens of survival on Earth, with students focusing on how species propagate and adapt to a changing environment.

## Life Beyond Earth

- This elective includes core content from the Victorian curriculum for Science. Topics include evolution of species, the Big Bang, combined with fuels and explosives from chemical sciences. These concepts are taught in the context of life outside our planet, with students focusing on the structure of the Universe, how life might arise, evolve, and be sustained by chemical reactions.

## Medical Science

- This elective incorporates a range of contextual science topics such as pharmacology, medical imaging, anatomy and body systems, the brain, and an introduction to psychology.

## Science Elective Requirements:

Students are required to select a minimum of two Year 10 Science electives.

Students who are completing an accelerated study in Science (Biology or Psychology) are permitted to select a minimum of one Year 10 Science elective.

Students in Year 10 completing an accelerated study of Biology or Psychology cannot select Medical Science to ensure they cover the key skills and knowledge required for VCE Science.

## Preparation for VCE Science:

The core content relating to VCE Chemistry, Physics and Biology will be taught in “Science of Survival” and “Life Beyond Earth”. It is highly recommended that students who plan to study any of these VCE sciences should take both of these electives. Introductory content relating to VCE Psychology is covered in Medical Science. Selecting Medical Science is beneficial but not essential to the study of VCE Psychology.

## Learning Focus

**This elective is recommended for students planning to study VCE Biology, Chemistry or Physics.**

Are you interested in understanding the science behind human survival? This elective explores the intricate interplay between Biology, Chemistry and Physics that keeps us alive and thriving. Discover the principles of motion through the lens of road safety and surviving car crashes. Learn about forces, energy exchange, and how engineers collaborate to solve real world problems. Explore chemical reactions related to photosynthesis, respiration, and other reactions that aid life on Earth, including those that produce useful substances such as medicines. Investigate how human evolution has resulted in longer lifespans and the science behind the phrase “survival of the fittest”. Find out why you look the way you do, how traits are inherited, and how conditions such as lactose intolerance and sickle cell anemia arise and are maintained in populations.

**Students will be provided with the opportunity to:**

- Measure the speed and acceleration of objects using Bluetooth Smart Carts
- Show the motion of objects in a graphical form
- Calculate the acceleration of an object when given its mass and acceleration
- Learn about Newton’s Three Laws of Motion and study the design of modern cars, including crumple zones and discuss how this best protects passengers in the case of a collision
- Work collaboratively to build a device to pop a balloon under a set of constraints
- Investigate the role of different types of engineers
- Extract the DNA from a strawberry
- Build a model of DNA
- Investigate how genes are passed on through generations
- Study a pedigree, or family tree for the inheritance of a trait
- Research a heritable disease and discuss the bioethics of genetic decisions
- Discuss the theory of natural selection
- Conduct simulations in which initial conditions are altered and the effect on a population is examined
- Conduct and classify a range of types of chemical reactions
- Conduct investigations on photosynthesis and cellular respiration
- Investigate chemical reactions used in the pharmaceutical industry

**Topics may include:**

- Car design safety features
- Engineering design challenges
- Kinematics
- Newton’s Laws of Motion
- Genetics
- Genetic diseases
- Types of inheritance
- Natural selection
- Adaptations
- Types of chemical reactions
- Balancing chemical equations
- How to increase reaction rate or metabolic rate

**Assessment tasks may include:**

- Research assignments
- Topic tests
- Design challenges
- Practical investigations and reports
- Examination

## Learning Focus

**This elective is recommended for students planning to study VCE Biology, Chemistry or Physics**

Are you curious about the mysteries of the Universe and the potential for life beyond our planet? How did the Universe begin? What exists outside our planet? How did life on Earth form? What is a carbon-based life form? Life Beyond Earth is designed to spark your curiosity about the origins of life and expand your understanding of the cosmos. We will begin by exploring the early universe and the Big Bang theory. Discover how galaxies, stars, and solar systems have evolved since the beginning of time. Investigate different types of chemical bonds and their role in the formation of life-sustaining molecules. Learn Charles Darwin's theory of natural selection and how simple organisms can evolve into more complex life forms. Using knowledge of life on Earth, we will explore the possibility of life outside our planet and the challenges of survival on other planets.

**Students will be provided with the opportunity to:**

- Examine the spectrum of electromagnetic radiation produced by the Sun
- Investigate the theory of the Big Bang as the beginning of space and time
- Describe the life cycle of a star, including the formation of black holes, white dwarves, neutron stars and pulsars
- Discover the origin of elements within stars
- Discover why astronauts in a satellite experience zero gravity, even though they are within the Earth's gravitational field
- Describe the conditions for life on another planet
- Investigate the doppler effect and the production of emission and absorption spectra in terms of revealing information about the composition of elements in space
- Examine how ionic and covalent compounds form
- Burn different fuels to investigate their energy content
- Burn metal salts to investigate how the colour of a flame relates to the internal structure of an atom
- Explore the properties of elements on the periodic table
- Investigate different types of evolution
- Describe different strands of evidence for evolution

**Topics may include:**

- Space travel
- Stars
- Astrobiology
- The Sun
- The Big Bang
- Atomic structure
- Elements of the Periodic Table
- Trends in the Periodic Table
- Chemical Reactions
- Chemical Bonds
- DNA
- Evolution
- Speciation

**Assessment tasks may include:**

- Research assignments
- Topic tests
- Practical investigations and reports
- Design challenges
- Multimedia presentations
- Examination

## Learning Focus

In this elective, students explore the many and varied facets of Medical Science from a practical and hospital-based perspective. During this unit, students are exposed to topics such as: Pharmacology, Cryogenics, Medical Imaging and the Cardiac System.

Students also investigate the psychology behind our experiences as human beings. They discover how our minds shape our experience of the world. Which plays the greater part in our development, our genetics, or our environment? Is there science behind the art of persuasion and being a successful salesperson? What is really happening in our brains? How can we boost our thinking potential and maintain good mental health?

**This elective is not essential for taking up a VCE Science** but is offered as a contextual study of science in an applied setting.

**Students will be provided with the opportunity to:**

- Use the basic tools of science research methods. Students will research concepts, develop hypotheses, design experiments, analyse and report on data and improve their methods of investigation, including laboratory experimentation
- Explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify what digital technologies can be used to enhance the quality of their data
- Describe the components of the major body systems including Musculoskeletal, Cardiorespiratory, Reproductive/Obstetric and Urinary systems
- Learn how medical technologies such as MRI, CT scans and ultrasounds can enhance the diagnosis and treatment of illness and disease in people
- Investigate the process of Pharmacology and how medications are invented and the time taken to get government approval and what can happen if this process is not undertaken
- Examine the role and importance of nutrition in keeping a body healthy and disease free
- Explore genetic and environmental influences on development
- Learn the structure of neurons and neurotransmitters and how they function
- Investigate the structure of the brain and its various components
- Research the impact of food, sleep, exercise and meditation on the brain and behaviour
- Explore attitudes and how they can be changed
- Develop a basic understanding of mental health, including a range of mental illnesses



# CORE ELECTIVES MEDICAL SCIENCE SEMESTER LENGTH ELECTIVE (CONTINUED)

**Topics may include:**

- Gross pathologies/Immunity
- Cryogenics
- Health risks
- Musculoskeletal system
- Medical imaging
- Obstetrics
- Organ transplantation
- Pharmacology
- Urinary/renal system
- What is psychology?
- Nature v nurture
- The human nervous system
- Brain boosters
- Persuasion
- Research methods
- Mental health

**Assessments may include:**

- Research assignments
- Topic tests
- Practical investigations and reports
- Multimedia presentations
- Examination



# ELECTIVE SUBJECTS



# ELECTIVE SUBJECTS

## ART • EXPLORING 2D & 3D MATERIALS

### SEMESTER LENGTH ELECTIVE

The content is structured so that each Term covers a different medium.

#### Learning Focus

This course is designed to enable students to respond sensitively and creatively to set tasks and to enrich their experience of art and culture. Students are given opportunities to explore and develop their artistic ideas and skills in a range of two and three dimensional media as well as to develop an understanding of art analysis and criticism.

Students are encouraged to experiment in a wide range of media and draw inspiration from artists studied, historical events, art practices and the contemporary world they live in. Students will develop Creative Practice skills as they discuss, reflect and evaluate their work in progress and their finished pieces.

#### Students will be provided with the opportunity to:

- Experiment extensively with a broad range of materials
- Demonstrate refinement of skills, techniques and processes in the planning and execution of artworks
- Reappraise, adapt and modify their own creative ideas within a given theme
- Discuss and express personal opinions of art and demonstrate an understanding of the formal elements within artworks
- Establish a good understanding of art language and terminology

#### Topics may include:

- Drawing using various techniques – skill development
- Mixed Media inspired by an artist's particular style
- Painting – Expressive style
- Ceramics Installation
- Visiting Art exhibitions

#### Assessment tasks may include:

- Creative Practice – Research, Explore, Experiment, Develop, Refine, Resolve, Reflect and Evaluate
- Folio of final artworks
- Visual analysis of artworks in a range of art forms related to practical work
- Examination

The content is structured so that each Term covers a different medium.

### Learning Focus

This course is used to create final artworks exploring a variety of many drawing and painting mediums. Students are given opportunities to explore and develop their artistic ideas and skills and to use inquiry and research-based learning as their starting points to develop a body of work. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation for the type of artwork they would like to produce. The materials explored are traditional and contemporary mediums.

#### Students will be provided with the opportunity to:

- Experiment extensively with a broad range of materials
- Demonstrate refinement of skills, techniques and processes in the planning and execution of artworks
- Reappraise, adapt and modify their own creative ideas within a given theme
- Discuss and express personal opinions of art and demonstrate an understanding of the formal elements within artworks
- Establish a good understanding of art language and terminology

#### Topics may include:

- Drawing using various techniques – Skill development
- Unconventional print making
- Photography (analogue – working in the darkroom and digital)
- Street Art – Mixed media (skateboard design, stencil art inspired by Street Art)

#### Assessment tasks may include:

- Creative Practice – Research, Explore, Experiment, Develop, Refine, Resolve, Reflect and Evaluate
- Folio of final artworks
- Visual analysis of artworks in a range of art forms related to practical work
- Examination



# ELECTIVE SUBJECTS

## DANCE: PIONEERS OF DANCE

### SEMESTER LENGTH ELECTIVE

#### Learning Focus

The focus for this unit will be international pioneers of contemporary dance through an American cultural context. Students will investigate the beginnings of contemporary dance through the influences of Martha Graham and Doris Humphrey.

Students will create their own solos based on the movement style of a choreographer of their own choice demonstrating knowledge.

#### Students will be provided with the opportunity to:

- Research dance history and the significance of American pioneers in the industry
- Develop their analytical and written skills when analysing the work of these choreographers
- Learn and apply the choreographic principles and develop choreographic skills to create their own personal movement vocabulary
- Develop their technical dance skills and performance skills as they present a group devised performance
- Research a specific dance style of their choice and learn about its origins, pioneers, movement vocabulary and key works present in the style
- Perform a solo showcasing these features

#### Topics may include:

- Pioneers of American contemporary dance
- Pioneers of jazz dance
- Renowned international choreographers
- Choreographic principles

#### Assessment tasks may include:

- Group devised performance based on a given intention
- Solo or small group devised performance based on characteristics of choreographer/style
- Written dance analysis
- Examination

## Learning Focus

The focus of this subject is for students to gain an understanding of the motivations, styles and techniques developed by modern drama practitioners such as Stanislavsky, Grotowski, and Artaud. Each aimed to change the audience perspective through their style of theatre to impact social change.

Through the staging of the performance students apply their knowledge of performance styles. They also implement their designs for each production area into this realised performance. Each production area is considered and used stylistically in keeping with the stylistic conventions learned.

### Students will be provided with the opportunity to:

- Learn the conventions and associated performance styles of modern drama practitioners
- Create a performance based on a scripted play applying the conventions and styles of modern drama practitioners to communicate the messages of the play
- Use dramatic elements, expressive and performance skills to create co-devised scenes and/or monologues that fit into the play beyond the script, giving added context or perspective to further enhance the messages of the play
- Design and implement a production area to enhance the styles and themes of the performance

### Topics may include:

- Performance styles
- Play-making techniques
- Dramatic elements
- Expressive and performance skills
- Production areas

### Assessment tasks may include:

- Undertake a research project on one of the pioneers to inform their performance work
- Documentation of the playmaking processes
- The performance of a dramatic work using both scripted and devised content demonstrating their understanding of how performance styles, dramatic elements, expressive and performance skills can enhance meaning and communicate ideas effectively
- Complete an analysis task reflecting on the development and the performance of their work and production area. They evaluate the effectiveness of their choices and their impact on the audience
- Examination

## Learning Focus

In Food Technology, students learn how to apply knowledge of the sensory and functional properties of food, along with the nutrition principles, to select and prepare food. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary food issues considering ethical factors, including sustainability in food systems. They explore issues such as food security within Australia, food wastage, culture and religion.

### Students will be provided with the opportunity to:

- Develop as informed, discerning and capable food citizens
- Build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- Apply principles of nutrition, food science and sensory evaluation to food planning and preparation

### Topics may include:

- Managing food production safely – food safety and hygiene at home, school and work
- Food law – Food labelling and standards
- Food preparation techniques and food styling – purpose of cooking food and changes in sensory properties
- The Design Process – investigating, generating, producing, evaluating, planning and managing
- Food alert – allergies, intolerances, Australian health issues
- Nutrition – Australian Dietary Guidelines and the Australian Guide to Healthy Eating and essential nutrients and diet related conditions and diseases
- Cake decorating – applying the design process to decorate a fruit cake
- Sustainability, culture and ethics
- Food preservation

### Assessment tasks may include:

- Productions
- Food safety analysis and tests
- Nutritional and product analysis
- Research tasks
- Design tasks
- Examination

## Learning Focus

Year 10 French is a prerequisite for the study of VCE French. The focus of learning French at Year 10 shifts to expanding students' range to develop a sophistication of language use, through the study of topics relevant to teenage experience. They learn to choose appropriate tenses, to identify and create mood, and to use cohesive devices to create extended texts.

At this level, students experiment with a range of communication modes. Through their growing understanding of the variability of language use, students become more confident in communicating in a range of contexts. Students use French to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use French more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experiences, noting the influence of technology, media and globalisation on language use and communication.

Students will also continue to develop their understanding and appreciation of the people and culture of France. Learning and reciting a French poem enhances their cultural literacy and pronunciation.

Resources include set texts and other authentic French materials provided by the teacher.

### Topics may include:

- The weekend and past events
- Cinema and films
- French festivals
- Holidays and ecotourism
- French migration
- New technologies
- Environmental issues
- World of work and further education
- Learning a poem

### Assessment tasks may include:

- Participation in oral tasks
- Listening comprehension
- Reading comprehension
- Grammar exercises and tests
- Writing
- Poetry recitation
- Examination

## Learning Focus

This elective provides students with the opportunity to investigate and understand the challenges and opportunities facing Australia and the world in a rapidly changing environment. The course explores issues related to environmental change, human wellbeing, urbanisation, and sustainability at local, regional, national, and global scales. Students will develop geographical knowledge, skills, and understanding to evaluate human–environment interactions, propose responses to geographical challenges, and reflect on the future of environments and human communities.

### Students will be provided with the opportunity to:

- Investigate environmental change and management, including an in-depth study of a selected environmental issue
- Explore spatial variations in human wellbeing and examine responses to improve quality of life
- Analyse the interconnections between physical and human geography
- Apply fieldwork techniques and geographic tools such as maps, graphs, satellite images, and spatial technologies

### Topics may include:

- Environmental Change and Management: Study of a specific environment (e.g., coasts, forests, urban environments) and its environmental challenges, causes and consequences of change, and strategies for sustainable management.
- Geographies of Human Wellbeing: Examination of global, national, and local patterns of human wellbeing; factors influencing variations; and programs aimed at reducing inequality.
- Urbanisation and Sustainable Cities: Investigation of urban growth, sustainability challenges, and planning for liveable cities.
- Interconnections and Globalisation: How people, goods, money, and ideas are interconnected globally, and the impacts of globalisation on people and environments such as Modern-Day Slavery.

### Assessment tasks may include:

- Fieldwork Report – Investigation of a local environmental issue or urban area
- Research Project – Human wellbeing or global interconnection case study
- Mapping and Data Analysis Task – Interpretation and analysis of spatial data
- Geographic Inquiry Presentation – Response to a key geographical question
- Examination – Structured response using geographic concepts and data

## Learning Focus

This course focuses on a range of National Health Priority Areas and strategies to improve Australia's health which are explored in depth. Managing health includes being able to promote good health, identify and manage risks and prevent disease. This course covers a range of current health issues and health promotion strategies related to youth and other lifespan stages. This course provides a strong foundation for VCE Health and Human Development.

### Students will be provided with the opportunity to:

- Develop a foundation of terminology, knowledge and skills for VCE Health and Human Development
- Identify and investigate a number of National Health Priority Areas and Initiatives
- Analyse data on health issues and the impact of community and government initiatives on reducing the impact of the health issues
- Investigate resources, strategies and initiatives in our community that can promote good health
- Evaluate the impact of health issues on individuals, communities or populations
- Explore possible prevention strategies for health issues identified
- Identify, develop and evaluate behaviours and strategies that promote health and human development
- Develop an understanding of the physical, mental, emotional, spiritual and social dimensions of health and the interrelationship between health and individual human development
- Evaluate health information from a range of sources and apply it to health decisions and situations

### Topics may include:

- Dimensions of health and wellbeing
- Health status of Australians
- Population group health; including Indigenous health and wellbeing
- Health promotion
- Government and Non-government programs that promote Indigenous health and wellbeing.

### Assessment tasks may include:

- Case studies
- Data analysis
- Structured questions
- Research project
- Examination



# ELECTIVE SUBJECTS

## HISTORY: THE MODERN WORLD AND AUSTRALIA

### SEMESTER LENGTH ELECTIVE

#### Learning Focus

This elective provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

#### Students will be provided with the opportunity to:

- Explore how the nature of global conflict changed during the twentieth century
- Research the consequences of World War II. Understand how these consequences shaped the modern world
- Examine how Australian society was affected by other significant global events and changes in this period (including a study of a civil rights movement)

#### Topics may include:

- Wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement
- Struggles for human rights. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context
- One major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these topics: Popular culture or Migration experiences or the environment movement

#### Assessment tasks may include:

- Essay – Rights and freedoms
- World War II inquiry presentation
- Primary and secondary source analysis
- Examination



# ELECTIVE SUBJECTS HUMAN MOVEMENT SEMESTER LENGTH ELECTIVE

## Learning Focus

This course is designed to provide students with opportunities to gain knowledge of specific body systems, how they function and their direct relationship to health and physical fitness. Students participate in a series of practical activities aimed at developing their involvement in sport and recreational pursuits.

### Students will be provided with the opportunity to:

- Gain knowledge of the body's systems
- Relate the body's systems to exercise and health
- Undertake fitness testing to identify their own strengths and weaknesses
- Design and participate in an individualised training program
- Evaluate the effectiveness of their training program

### Topics may include:

- Skeletal system
- Muscular system
- Cardiovascular system
- Respiratory system
- Energy systems
- Fitness components
- Training methods
- Training principles
- Training programs

### Assessment tasks may include:

- Assignments
- Topic tests
- Writing a training program
- Practical participation



# ELECTIVE SUBJECTS

## INTRODUCTION TO BUSINESS

### SEMESTER LENGTH ELECTIVE

it takes to set up a business, and the managerial skills and activities required to run or manage a business, including

#### **Learning Focus**

In this elective, students are introduced to the world of business. They gain an understanding of the entrepreneurial skills it takes to set up a business, and the managerial skills and activities required to run or manage a business, including business planning, organising and controlling. The importance of good financial record-keeping is also a key focus. Issues such as: sustainability, ethical and social responsibility and globalisation give students an insight into other important aspects of running a business in today's world. Throughout the course there is a focus on relating theory to a real-life start up business.

#### **Students will be provided with the opportunity to:**

- Identify the skills and personal characteristics needed to become an entrepreneur
- Discuss why and how a business is formed
- Differentiate the various forms of ownership structure
- Gain an understanding of management styles and activities
- Develop a business plan for running a small business
- Understand why keeping accurate financial records is essential in business
- Appreciate the importance to a business of being ethically and socially responsible

#### **Topics may include:**

- What is a business?
- Motivations for starting a business
- Business objectives
- Contributions of businesses to the economy
- Forms of business ownership
- Innovation and the big idea
- Entrepreneurial traits and skills
- Women in business
- Running a small business
- Developing a business plan
- Financial record-keeping
- Ethical and social responsibility
- Case studies of a business structure

#### **Assessment tasks may include:**

- Oral presentation: Research task on a successful Australian businesswoman
- Production of a business plan: I Plan a Business (iPAB) competition
- Small business reflection
- Examination

## Learning Focus

Introduction to English Language is an English elective focusing on understanding the nature and function of language, the history and development of English and the way in which language is acquired by children. Students will study aspects of grammar, function, context and register and how language identifies us socially through accent, lexicon and syntax.

Through a wide range of text types students will engage in an in-depth study of the five Subsystems of Language and Child Language Acquisition. This will provide a scaffold for students to understand how language operates lexically, semantically, syntactically, phonologically and phonetically in preparation for VCE English Language. While this enhances capabilities in speaking and writing English, students also discover how language is constantly evolving and is influenced by a range of social and cultural factors such as age, gender and formality, which play a role in determining linguistic choices.

**Note:** The study of Year 10 English Language is not a prerequisite to studying this subject at VCE level, but it is highly recommended.

### Students will be provided with the opportunity to:

- Analyse a range of written and spoken texts syntactically and semantically
- Apply aspects of phonetics and phonology to spoken texts
- Further develop an understanding of different parts of speech and how they operate in connection with each other
- Learn about the various stages of child language acquisition
- Develop strategies to engage in the different theories of engagement for child language acquisition
- Decode and deconstruct phonetic script
- Engage in and ascertain a variety of social factors that affect language choices and style
- Plan, draft and edit responses and tasks
- Interpret and analyse linguistic data

### Topics may include:

- Study of subsystems
- Study of child language acquisition
- Study of language variation and change

### Assessment tasks may include:

- Short and extended answer tasks
- Investigative research task
- Short analytical essay
- Oral presentations
- Examination

## Learning Focus

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 learn that texts are constructions and they reflect on their interpretations and those of others.

They consider the complexity of language and recognise the influence of context and form. The study of literature celebrates a love for literature and encourages independent and critical thinking through analytical and creative responses to texts.

**Note:** The study of Year 10 Literature is not a prerequisite to studying this subject at VCE level, but it is highly recommended.

### In this elective, students will be provided with the opportunity to:

- Deepen their understanding of various aspects of texts such as the style of narrative, characters, ideas, literary devices and structures
- Focus on the ways literary texts represent human experience
- Make personal connections between self and text
- Develop skills necessary for a close analysis of a text
- Compare and contrast texts
- Respond creatively to texts
- Use appropriate, expressive and fluent language to analyse texts
- Plan, draft and edit responses

### Topics may include:

- Study of a novel
- Study of a play
- Study of a film

### Assessment tasks may include:

- Creative tasks
- Analytical interpretation responses
- Close analysis
- Oral presentations
- Examination



# ELECTIVE SUBJECTS

## INTRODUCTION TO POLITICS

### SEMESTER LENGTH ELECTIVE

#### Learning Focus

This elective develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

#### Students will be provided with the opportunity to:

- Develop an in depth understanding of the key features of the Australian system of government, compared with a system of government in the Asian region
- Critically evaluate information and ideas from a range of sources in relation to current political issues
- Identify, gather and sort information and ideas from a range of sources and reference as appropriate
- Develop, select and evaluate a range of questions to investigate Australia's political and legal system

#### Topics may include:

##### Government and democracy

- The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region
- The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations

##### Laws and citizens

- The role of the High Court, including in interpreting the Constitution
- How Australia's international legal obligations shape Australian law and government policies, including the relation to Aboriginal and Torres Strait Islander Peoples

##### Citizenship, diversity and identity

- The challenges to and ways of sustaining a resilient democracy and cohesive society



## Learning Focus

Year 10 Italian is a prerequisite for the study of VCE Italian. The focus of learning Italian at Year 10 shifts to expanding students' range to develop a sophistication of language use, through the study of topics relevant to teenage experience. They learn to choose appropriate tenses, to identify and create mood, and to use cohesive devices to create extended texts.

At this level, students experiment with a range of communication modes. Through their growing understanding of the variability of language use, students become more confident in communicating in a range of contexts. Students use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experiences, noting the influence of technology, media and globalisation on language use and communication.

Students will also continue to develop their understanding and appreciation of the people and culture of Italy. Learning and reciting an Italian poem enhances their cultural literacy and pronunciation.

Resources include set texts and other authentic Italian materials provided by the teacher.

### Topics may include:

- The weekend and past events
- Cinema and films
- Italian festivals
- Holidays and ecotourism
- Italian migration
- New technologies
- Environmental issues
- World of work and further education
- Learning a poem

### Assessment tasks may include:

- Participation in oral tasks
- Listening comprehension
- Reading comprehension
- Grammar exercises and tests
- Writing
- Poetry recitation
- Examination

## Learning Focus

Year 10 Japanese is a prerequisite for the study of VCE Japanese. This unit of study focuses on extending students' knowledge and cultural understanding for appropriate and effective self-expression in oral and written communication. Students experiment with language and approximate accurate applications in new contexts and open ended situations through the study of issues of general interest.

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

### Students will be provided with the opportunity to:

- Recall the main ideas and details from spoken texts through oral responses to questions
- Communicate on specific topic areas, using key grammar, pronunciation, tone and intonation
- Use cues to extend understanding when reading short modified text
- Use checking and self-correcting strategies, showing sensitivity to audience, context and purpose, when writing passages on specific topics
- Recognise similarities and differences in ideas and values in a variety of cultural situations
- Use appropriate language and gesture in a range of cultural setting

### Topics may include:

- Locations and positions
- Weather and seasons
- Adjective past tense, negative form
- Counters (how to count things)
- Frequency words
- Giving and receiving
- Nationality
- Let's, shall we
- Where/here/there/over there
- General conversation (preparation for VCE oral)
- Verb conjugation te-form
- Asking for permission "May I?"
- Kanji

### Assessment tasks may include:

- Listening comprehension
- Reading comprehension
- Grammar & vocabulary
- Oral communication (interview and role play)
- Writing assessment (letter, diary and presentation script)
- Cultural appreciation (excursion, video, online program)
- Examination



# ELECTIVE SUBJECTS

## MAKING AND BREAKING THE LAW

### SEMESTER LENGTH ELECTIVE

#### Learning Focus

This elective provides students with an excellent opportunity to gain an understanding of a diverse range of legal and political issues. Students learn about the principles and values which underpin Australian democracy, such as equality before the law, freedom of speech, democratic representation, accountability of government, and social justice. Students also investigate civil and criminal law cases, focusing on the elements needed to be convicted of a crime, and the trial and sentencing processes and procedures.

#### Students will be provided with the opportunity to:

- Learn about the principles and values which underpin Australian democracy
- Research political parties
- Debate proposals to change current laws or to impose new ones
- Investigate civil and criminal law cases

#### Topics may include:

- Forms of government around the world
- The Australian political system
- The Australian legal system
- Recent crime statistics and the role of Victoria Police
- Trial and sentencing processes and procedures

#### Assessment tasks may include:

- Investigation of a legal issue
- Report on Victoria Police and recent crime statistics
- Research tasks on the Australian court hierarchy
- Examination



## Learning Focus

The Media Arts curriculum encompasses the fields of media, art and design. In Media Arts, students create visual representations, such as: short film or digital photography, that communicate, challenge and express their own and others' ideas, as both artist and audience. By analysing and producing visual film productions, students develop an understanding of how directors and photographers use techniques, technologies, practices and processes with images, sound and text to achieve an intended aesthetic/mood. Learning in the Media Arts helps students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

### Students will be provided with the opportunity to:

- Develop conceptual and perceptual ideas and representations through design and inquiry processes
- Understand of the use of the techniques, materials, processes and technologies
- Utilise critical and creative thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
- Understand of Media Arts social, cultural and industry practices
- Develop confidence, curiosity, imagination, enjoyment and a personal aesthetic

### Topics may include:

- Film analysis
- Production elements:
  - Camera techniques
  - Film and sound editing techniques
  - Costume design
  - Mise-en-scene and set design
  - Media literacy
  - Advertising
  - Media bias
- Narrative elements:
  - Screenplay development
  - Directing a movie

### Assessment tasks may include:

- Short film: Pre-production
  - Screenplay
  - Storyboarding
  - Costume and set design
- Short Film: production and post-production
  - Filming
  - Movie editing
- Advertising Pitch
- Film / TV Analysis
- Recut movie trailer
- Examination



# ELECTIVE SUBJECTS

## MUSIC: MUSICAL PASSION PROJECT

### SEMESTER LENGTH ELECTIVE

#### Learning Focus

In this Music elective, students investigate an artist, skill, composer, performer or style of interest. An example of topics that may be included are 'famous classical composers', 'pop genres', 'the rise of electronic music', 'the history of bebop jazz', 'electric guitar effects', the 'development of keyboards', or other areas as negotiated with the class teacher. Students will have the opportunity to participate in solo and ensemble workshops and will be required to present, reflect on and evaluate their work. They will create a presentation on their area of interest and perform or compose within this style. Students will analyse music in a range of styles and increase their theory and aural comprehension.

#### Students will be provided with the opportunity to:

- Learn and improve rehearsal techniques
- Perform as a soloist and ensemble member
- Listen to and reflect on each other's performances, as well as performances by other musicians
- Develop skills in aurally recognising and transcribing major, harmonic minor, melodic minor and natural minor scales, rhythmic patterns, interval structures, melodic transcription and chords
- Research and analyse chosen skills, genres or artists
- Compose original works within a style of interest

#### Assessment tasks may include:

- Oral presentation and skill demonstration
- Performances
- Written assessments on aural recognition and notation of major and minor scales, intervallic and rhythmic structures, major and minor chords and melodic transcription
- Written responses on how pitch, duration, dynamics, articulation, tone colour, texture and form are treated to assist in the overall character of a performance
- Music analysis assignment

#### Topics may include:

- Solo and ensemble performance
- Musicianship
- Elements of music
- Research
- Listening and analysis
- Examination

## Learning Focus

In this Music elective, students develop their skills in performing on their chosen specialty instrument or voice. Repertoire studied and performed would include the genres of Classical, Musical Theatre, Jazz and Popular Styles. Students will have the opportunity to participate in solo and ensemble performances, and will be required to present, reflect on and evaluate their work. Students will develop their listening analysis, theory and aural skills to a high level and incorporate this into original works through composing original works.

### Students will be provided with the opportunity to:

- Learn and improve rehearsal techniques
- Perform as a soloist
- Perform as a member of an ensemble
- Listen to and reflect on each other's performances, as well as performances by other musicians
- Develop skills in aurally recognising and transcribing major, harmonic minor, melodic minor and natural minor scales, rhythmic patterns, interval structures, melodic transcription and chords
- Analyse a variety of music genres
- Compose original works

### Assessment tasks may include:

- Formative assessment throughout ongoing performance opportunities
- Written assessments on aural recognition and notation of major and minor scales, intervallic and rhythmic structures, major and minor chords and melodic transcription
- Written responses on how melody, rhythm, dynamics, articulation, tone colour, texture and form are treated to assist in the overall character of a performance
- Composition folio that demonstrates understanding of tonality and rhythmic structures

### Topics may include:

- Solo and ensemble performance
- Musicianship
- The Elements of music
- Listening and analysis
- Composition
- Examination

## Learning Focus

In this elective, students develop a variety of computing skills for creating and communicating with digital technologies. They are involved in a range of projects using web design, coding applications, and game design software. Students are also introduced to the basics of programming, using Python.

This course is recommended for those considering pursuing VCE Applied Computing in the senior years.

### Students will be provided with the opportunity to:

- Plan, create and evaluate a website
- Plan and program a game
- Use gaming hardware such as MeowBits and GameGo
- Explore contemporary digital technology topics such as gaming, social media, coding, infographic and app design
- Build on existing knowledge of the programming language, Python

### Topics may include:

- Algorithms and programming
- Game design
- Webpage authoring

### Assessment tasks may include:

- Website creation
- HTML and CSS tasks
- Designing and programming a game
- Python programming projects
- Examination



## Learning Focus

Students will focus on designing and producing a product inspired by an Australian designer. Students are required to create a profile on their selected Australian designer, applying their selected designer's ideas and methods to the designing and creating of their own garment. Students will also create a swing tag that identifies the correct washing instructions and fibre content of their garment. Students are introduced to various aspects of textiles. Sewing and garment construction techniques are developed with an emphasis on the understanding of pattern components. Students will develop folios and explore production methods to reduce, re-use and recycle.

### Students will be provided with the opportunity to:

- Learn and implement the design process in both their folio and garment
- Explore design techniques using a variety of mediums and figure templates
- Manage and manipulate a variety of materials to create a final garment
- Produce a range of complex seam samples using a variety of machines and equipment
- Identify pattern components and why they are used
- Research and analyse Australian designers collections, creating a profile on a selected Australian designer
- Produce a garment that is intended for a selected Australian designers collection
- Create a swing tag identifying the fibre content and care instructions of their product

### Topics may include:

- The design process
- Sewing samplers
- Learn the properties and uses for synthetic, natural fibres, fabrics and yarns
- How to read and create a care label
- Explore a range of an Australian fashion designer

### Assessment tasks may include:

- Seam samples
- Folio and garment or bag
- Australian Designer: Folio, garment and care label
- Research tasks
  - profile on an Australian designer
- Examination



# ELECTIVE SUBJECTS

## VISUAL COMMUNICATION DESIGN

### SEMESTER LENGTH ELECTIVE

#### Learning Focus

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

Visual Communication Design provides students with the opportunity to develop skills in areas of drawing, designing and communication. This course also involves forming and developing perceptions and solving problems in creative ways through imagination and visualisation. Students produce graphic communications that involve two and three dimensional representations of form, space and relationships in a variety of graphic media.

Students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.

#### Students will be provided with the opportunity to:

- Develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices.
- Develop aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
- Develop creative, critical and reflective thinking, using visual design thinking skills
- Use manual and digital drawing methods

#### Topics may include:

- Explore and Represent Ideas: Language of Design
- Aboriginal and Torres Strait Island peoples perspectives on design
- Develop a brief that identifies specific audience needs and present the visual communication

#### Assessment tasks may include:

- Design elements and principles
- Instrumental drawing with reference to architecture
- Poster / billboard design
- Designing for a publishing company
- Examination



# ACCELERATED STUDIES



## About the Study

Individuals, organisations and governments are adopting new and emerging technologies faster than ever before. As a result, the demand for skilled professionals that can support the adoption of these technologies is also increasing. VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security.

Pivotal to this are the strategies and techniques for creating digital solutions to meet identified problems, needs and opportunities. VCE Applied Computing focuses on students learning to apply a range of thinking skills within local, national and global contexts. The study incorporates computational, design and systems thinking, as part of students creating digital solutions. Legal and ethical responsibilities are also considered at an individual and organisational level to ensure solutions protect intellectual property and the privacy of data and information.

Through a structured approach to problem-solving, incorporating the disciplines and critical and creative thinking strategies, students develop a robust awareness of the technical, social and economic impacts of the digital solutions being developed and used around the world, now and in the future.

## Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

### Areas of Study

1. Data Analysis
2. Programming

### Outcomes

On completion of this unit, students should be able to:

1. Interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.
2. Design and develop a software solution using an object-oriented programming language.

### Assessment

Suitable tasks for assessment in this unit may include the following:

U101:

- A documented solution including the use of database, spreadsheet and/or data visualisation software tools in response to teacher-provided solution requirements and designs.

U102:

- A folio of exercises to demonstrate the learning of an object-oriented programming language.



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE APPLIED COMPUTING • UNITS 1 & 2 (CONTINUED)

## Unit 2: Applied Computing

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

### Areas of Study

1. Innovative solution
2. Cyber security

### Outcomes

On completion of this unit, students should be able to:

1. Work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution.
2. Respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

### Assessment

Suitable tasks for assessment in this unit may include the following:

U201:

- A documented innovative solution that includes an analysis, designs, the development of a proof of concept/prototype/product and an evaluation.
- A presentation (oral, multimedia, visual) of an innovative solution.

U202:

- A teacher-provided case study with structured questions that investigates a cyber security incident and how it could be prevented in the future. OR
- A teacher-provided case study with structured questions that investigates a network, its vulnerabilities and how these could be mitigated.



## About the Study

In this study the Creative Practice is an ongoing process that is integral to the conceptualisation, development and making of artworks. The Creative Practice is comprised of four components that are based on art practice and experiential, inquiry and project-based learning.

### These components are:

- Research and exploration
- Experimentation and development
- Refinement and resolution
- Reflection and evaluation

The four components of the Creative Practice are integral in the development of folio tasks. The components allow the students to have control over the direction of their creative folio.

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

In this area of study students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks.

### Areas of Study

1. Artists, artworks and audiences
2. The Creative Practice
3. Documenting and reflecting on the Creative Practice

### Outcomes

On completion of this unit, students should be able to:

1. Discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist
2. Use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas
3. Document and evaluate the components of the Creative Practice used to make personal visual responses

### Assessment

Suitable tasks for assessment in this unit will include the following:

- A range of personal visual responses to a selection of set tasks and documented evidence of the art process in your sketchbook.  
Finished artworks are not an expectation of this outcome but are encouraged in the student's use of the Creative Practice
- Document their use of the Creative Practice, including annotated personal visual responses to a selection of tasks
- Examination



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE ART CREATIVE PRACTICE • UNITS 1 & 2 (CONTINUED)

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

In this unit, students use inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretative Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore collaborative practices and use the Creative Practice to make and present artworks.

### Areas of Study

1. The artist, society and culture
2. The collaborative Creative Practice
3. Documentation of collaboration using the Creative Practice

### Outcomes

On completion of this unit, students should be able to:

1. Use the Cultural Lens, and the other Interpretative Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times
2. Use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches
3. Critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Visual responses that demonstrate the use of the Creative Practice, collaboration and the exploration of personal ideas related to social and cultural contexts
- Presentation of at least one finished artwork that realises the intentions of the student and demonstrates the refinement of materials, techniques and processes.
- Documentation of the Creative Practice, in the form of critical annotations, that presents explorations in selected art forms, and demonstrates the development of the student's collaborative practice
- A critique
- Evaluation of Creative Practice and presentation of finished artworks
- Evaluation of visual responses that effectively communicate social and cultural meaning
- An extended written response
- Short-answer responses supported by visual references
- An annotated visual report
- A presentation using digital technologies
- An oral presentation
- Examination



## About the Study

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

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

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

### Areas of Study

1. How do cells function?
2. How do plants and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

### Outcomes

On completion of this unit, students should be able to:

1. Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation
2. Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated
3. Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A case study analysis
- A bioinformatics exercise
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of two or more media sources
- A modelling or simulation activity
- Problem-solving involving biological concepts and/or skills
- A response to a bioethical issue
- A report of a laboratory or fieldwork activity including the generation of primary data
- A scientific poster



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

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

### Areas of Study

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

### Outcomes

On completion of this unit, students should be able to:

1. Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
2. Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem
3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A case study analysis
- A bioinformatics exercise
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of two or more media sources
- A modelling or simulation activity
- Problem-solving involving biological concepts and/or skills
- A response to a bioethical issue
- A report of a laboratory or fieldwork activity including the generation of primary data
- A scientific poster



# ACCELERATED STUDIES VCE GENERAL MATHEMATICS • UNITS 1 & 2 APPLIED LEARNING PROGRAM

## About the Study

General Mathematics Units 1 & 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 & 4 level and contain assumed knowledge and skills for these units.

### Areas of Study

1. Data analysis and statistics
2. Sequences, recurrence relations and financial mathematics
3. Linear functions
4. Matrices
5. Graphs and networks
6. Space, measurement and applications of trigonometry

### Outcomes

On completion of this unit, students should be able to:

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Portfolio
- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Examination



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE HEALTH AND HUMAN DEVELOPMENT • UNITS 1 & 2

## About the Study

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically and through a lens of social equity and justice.

## Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Areas of Study

1. Health perspectives and influences
2. Youth health and wellbeing
3. Health and nutrition

### Outcomes

On completion of this unit, students should be able to:

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth
2. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail
3. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- Oral presentation, such as a debate or a podcast
- A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- Structured questions, including data analysis



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE HEALTH AND HUMAN DEVELOPMENT • UNITS 1 & 2 (CONTINUED)

## Unit 2: Managing Health and Development

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

### Areas of Study

1. Developmental transitions
2. Youth health literacy

### Outcomes

On completion of this unit, students should be able to:

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.
2. Explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- Oral presentation, such as a debate or a podcast
- A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- Structured questions, including data analysis



## About the Study

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

## Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice.

### Areas of study

1. Legal foundations
2. Proving guilt
3. Sanctions

### Outcomes

On completion of this unit, students should be able to:

1. Describe the main sources and types of law, and assess the effectiveness of laws
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios
3. Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A folio of exercises
- An oral or digital presentation, such as a podcast or video
- A Wiki, website or blog
- Structured questions
- A mock trial or role play
- A debate
- A research report or media analysis
- An essay
- A question-and-answer session



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE LEGAL STUDIES • UNITS 1 & 2 (CONTINUED)

## Unit 2: Wrongs and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

### Areas of Study

1. Civil liability
2. Remedies
3. Human rights

### Outcomes

On completion of this unit, students should be able to:

1. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios
2. Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes
3. Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A folio of exercises
- An oral or digital presentation, such as a podcast or video
- A Wiki, website or blog
- Structured questions
- A mock trial or role play
- A debate
- A research report or media analysis
- An essay
- A question-and-answer session



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE MODERN WORLD HISTORY • UNITS 1 & 2

## About the Study

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

## Unit 1: Change and Conflict

In this area of study students explore the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies. They consider the aims, achievements and limitations of the League of Nations.

### Areas of Study

1. Ideology and conflict
2. Social and cultural change

### Outcomes

On completion of this unit, students should be able to:

1. Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two
2. Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short answer questions
- Extended responses
- A multimedia presentation



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE MODERN WORLD HISTORY • UNITS 1 & 2 (CONTINUED)

## Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

### Areas of Study

1. Causes, course and consequences of the Cold War
2. Challenge and change

### Outcomes

On completion of this unit, students should be able to:

1. Explain the causes of the Cold War and analyse its consequences on nations and people
2. Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Essay
- Extended responses
- Short answer questions
- Historical inquiry
- Evaluation of historical interpretations



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE PHYSICAL EDUCATION • UNITS 1 & 2

## About the Study

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

## Unit 1: The Human Body in Motion

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

### Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

### Outcomes

On completion of this unit, students should be able to:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems

### Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement
- A practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- A case study analysis
- A data analysis
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- A physical simulation or model
- An oral presentation such as a podcast or debate
- A written report
- Structured questions



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE PHYSICAL EDUCATION • UNITS 1 & 2 (CONTINUED)

## Unit 2: Physical Activity, Sport and Society

Unit 2 develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

### Areas of Study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

### Outcomes

On completion of this unit, students should be able to:

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting

### Assessment

Suitable tasks for assessment in this unit may include the following:

- A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement
- A practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- A case study analysis
- A data analysis
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- A physical simulation or model
- An oral presentation such as a podcast or debate
- A written report
- Structured questions



## About the Study

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

## Unit 1: How are Behaviour and Mental Processes Shaped?

In this unit, students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### Areas of Study

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

### Outcomes

On completion of this unit, students should be able to:

1. Discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development
2. Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning
3. Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- A report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE PSYCHOLOGY • UNITS 1 & 2 (CONTINUED)

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

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

### Areas of Study

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

### Outcomes

On completion of this unit, students should be able to:

1. Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour
2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions
3. Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- A report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation



## About the Study

In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief. Students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. This study respects and encourages an open and objective inquiry, without partiality towards any one religion. For the purposes of this study, the term 'religion' can be understood as encompassing all related phenomena, including spiritualities.

## Unit 1: The role of religion in society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religions traditions and religions denominations in shaping personal and group identity over time.

### Areas of study

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

### Outcomes

On completion of this unit, students should be able to:

1. Discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples
2. Discuss the changing roles of religion and the interrelationship between religion and society over time
3. Discuss the presence of religion in Australia, past and present

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Analytical tables
- Case studies
- Debates
- Essays: Extended responses
- Multimedia presentations
- Structured questions
- Visual analyses



## Unit 2: Religion and Ethics

In this unit, students develop an appreciation of the importance of religion in their life. It explores what the religious perspective has to offer to an understanding of a wide range of current societal and life-centred issues. Particular reference is made to the Catholic tradition. Students are introduced to the nature of ethical decision-making in societies with multiple world-wide views. Ethical decision-making involves the selection of methods which have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision-making and influence on practical moral judgement. Students also explore the philosophical traditions which have contributed to religious understandings of ethics.

### Areas of study

1. Ethical decision-making and moral judgements
2. Religion and ethics
3. Ethical issues in society

### Outcomes

On completion of this unit, students should be able to:

1. Explain the variety of influences on ethical decision-making and moral judgement in societies where multiple worldwide views coexist
2. Analyse how ethical perspectives and moral judgements are formed within at least two religious traditions (Catholic and one other) in societies in which multiple worldviews coexist
3. Examine two or more debates on ethical issues societies in which multiple worldviews coexist, and to which spiritualities, religions traditions, and religious denominations contribute

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Analytical tables
- Case studies
- Debates
- Extended responses
- Multimedia presentations
- Structured questions
- Reports



## About the Study

In VCE Texts and Traditions, the place and meaning of sacred texts within their religious traditions is considered. The study focuses on the original contexts of sacred texts and examines their literary characteristics through the Christian, Islamic and Jewish traditions. As a range of methods exist for interpreting sacred texts and exploring intended meaning, the study focuses on sociocultural, historical and literary methods of criticism. The process of searching for, and giving expression to, the meaning of sacred texts is called exegesis.

The term 'texts' refers to a body of writings held to be the authoritative core for the religious tradition, often referred to as scriptures. The term 'traditions' is understood to refer to established religious communities that continue to play an important part in creating, maintaining and shaping culture. Religious traditions contain ideas, values and beliefs about existence and the sacred and human experience that are expressed in a variety of ways.

## Unit 1: Texts in traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition.

### Areas of study

1. The importance of sacred texts to the tradition
2. The exegesis of texts
3. Sacred texts and later traditions

### Outcomes

On completion of this unit, students should be able to:

1. Understand the history of the formation of the sacred text, and be able to recognise and explain the development and acceptance of the text into the religious tradition
2. Apply basic exegetical methods to explore the texts within their sociocultural and historical contexts
3. Analyse a range of understandings and interpretations of sacred texts as understood or expressed by the later religious tradition

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Comparative tables
- Essays
- Exegetical exercises
- Multimedia presentations
- Short-answer questions
- Short reports, including reports based on interviews
- Summaries
- Textual commentaries



## Unit 2: Texts in society

In this unit, students explore what texts have to offer on issues such as social structures, justice, authority, the environment, racism, gender and others. Particular reference is made to the Catholic Tradition.

Students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

### Areas of study

1. Sacred texts of the past
2. Sacred texts today
3. Comparing religious traditions

### Outcomes

On completion of this unit, students should be able to:

1. Show understanding of the origin and development of selected texts that express a religious tradition's relationship to its society.
2. Describe the type of authority that a religious tradition currently attributes to its sacred texts, how these texts affect the current religious tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.
3. Compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.

### Assessment

Suitable tasks for assessment in this unit may include the following:

- Comparative tables
- Essays
- Multimedia presentations
- Short-answer questions
- Short reports, including reports based on interviews
- Summaries
- Textual commentaries



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES VCE • VET CERTIFICATE II IN HOSPITALITY

## Program Description

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

## Units of Competency

The VCE VET Hospitality 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.

**Units 1 & 2:** The units of competency in the Hospitality stream provide specific cookery skills and knowledge and include training in using food preparation equipment, basic methods of cookery and cleaning kitchen premises and equipment. VCE VET Hospitality offers a compulsory group of units of competency designed to offer students a range of general hospitality skills and a range of general electives.

**Units 3 & 4:** The VCE VET Hospitality program offers two distinct streams for specific outcomes. Firstly, the units of competency in the Hospitality stream provide additional skills and knowledge specific to a 'front-of-house' role and include training in the preparation of non-alcoholic beverages and espresso coffee, table service of food and beverages, the provision of advice on food and the processing of financial transactions. Secondly, the units of competency in the Kitchen Operations stream provide additional specific cookery skills and knowledge and include training in the production of appetisers and salads, stocks, sauces and soups and vegetables, fruit, eggs and farinaceous dishes. The program also offers a generalist cookery skills unit of competency and training for purchasing goods. Students may choose to undertake one or both streams.

**Units 3 and 4 are not currently offered at Kilbreda but can be undertaken at the local Tafes**

## Pathways

**Employment opportunities:** This Certificate provides a solid foundation for employment or workplace traineeships/apprenticeships in the hospitality industry. Potential occupations in the Kitchen Operations stream may include breakfast cook, catering assistant, fast food cook, sandwich hand or take-away cook. Potential occupations in the Hospitality 'front-of-house' role may include food and beverage attendant, bar/bottle shop attendant, catering assistant, front office assistant, porter or room attendant.

**VCE:** Undertaking Certificate II in Hospitality in Year 11 gives credit for a VCE Units 1 & 2 sequence. If students continue with the Certificate studies in Year 12, they are credited with a Units 3 & 4 sequence and a full Certificate II in VCE VET Hospitality. **A study score is available for this program, which can contribute directly to a student's ATAR at VCE level.**

## Assessment

**Year one of the course:** Units 1 & 2 coursework and assessment tasks to demonstrate competency in the units.

**Year two of the course:** Units 3 & 4 course based assessment tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.

**Unit 1 and 2 of the program is delivered at Kilbreda, subject to sufficient numbers enrolling.**



# ACCELERATED STUDIES ACCELERATED (VCE & VET) ELECTIVE STUDIES CERTIFICATE III IN SPORT, AQUATICS AND RECREATION • UNITS 1 & 2

## Program Description

The VCE VET Sport and Recreation program is drawn from the SIS10 Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

## Units of Competency

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

**In Units 1 & 2**, students undertake core units of competency such as providing first aid, following work health and safety and responding to emergency situations in the sport and recreation industry. Elective units focus on outdoor recreational pursuits such as cycling and running sport sessions.

**In Units 3 & 4**, the Certificate offers scored assessment and includes core units such as planning and conducting sport and recreation sessions, educating user groups and undertaking a risk analysis of activities.

## Pathways

**Employment opportunities:** This Certificate is a good foundation for employment or work placement as an entry level worker in the Sport and Recreation industry. Potential occupations may include pool lifeguard, sports retail, sports trainer, swim teacher, afterschool sports programs, and recreation officer.

**VCE:** Undertaking Certificate III in Sport and Recreation 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.**

## Assessment

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

**Year two of the course:** Units 3 & 4: Course based assessment tasks (66%) and a written end of year practical examination of 2 hours duration (34%).



# APPENDIX

Making decisions regarding subject choices can be daunting, there are a lot of factors to take into consideration. When deliberating over your subjects take into account the following:

- What subject areas do I enjoy?
- Which subjects allow me to demonstrate my strengths?
- What do I want to do when I finish school?
- Are there any pre-requisite subjects I need for my preferred course?

If you need help to make decisions on your subject choices, there are a number of staff at the College who are here to support and guide you through your decisions.

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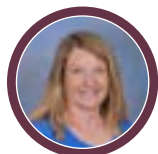


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## Level Leaders



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## **SUBMITTING YOUR APPLICATION:**

**Thursday 24 July**

Online subject selection opens and Accelerated Application e-forms available. Link available on SIMON.



# APPENDIX 4 COURSE PLANNER

(YEAR 10)	(YEAR 10)	FIRST YEAR (YEAR 11)	FIRST YEAR (YEAR 11)	SECOND YEAR (YEAR 12)	SECOND YEAR (YEAR 12)
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
ENGLISH, HEALTH, PHYSICAL EDUCATION, MATHEMATICS, SCIENCE	ENGLISH, HEALTH, PHYSICAL EDUCATION, MATHEMATICS, SCIENCE	ENGLISH 1, LITERATURE 1, OR ENGLISH LANGUAGE 1	ENGLISH 2, LITERATURE 2, OR ENGLISH LANGUAGE 2	ENGLISH 3, LITERATURE 3, OR ENGLISH LANGUAGE 3	ENGLISH 4, LITERATURE 4, OR ENGLISH LANGUAGE 4
RELIGIOUS EDUCATION UNIT		RELIGIOUS EDUCATION UNIT		RELIGIOUS EDUCATION UNIT	



## Kilbreda College

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